

BUSINESS EDUCATION WORLD

OCTOBER 1960

TEACHERS
ON A MERRY-GO-ROUND
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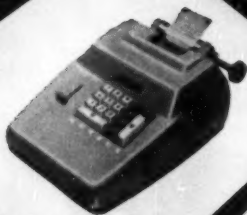
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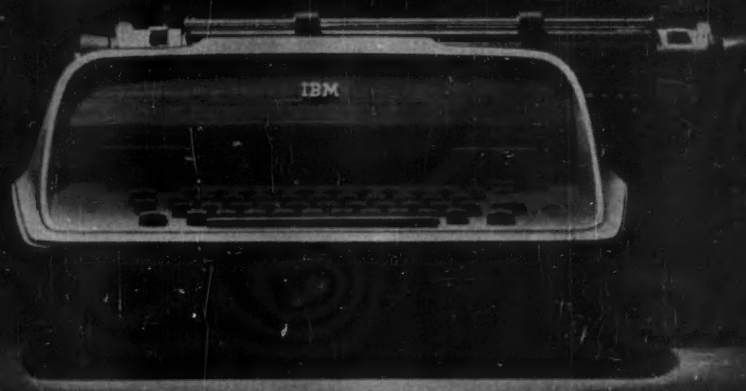
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Problem Clinic

NOW THAT you've had a chance to dispose of some of your opening-of-school problems, how about giving a thought to *your* Problem Clinic? Come to think of it, perhaps some of you—particularly the new teachers in our audience—*haven't* been able to dispose of a few opening-of-school problems. If that's the case, why not ask for help from our readers?

The Clinic has had its ups and downs during its four years of existence, but it's been in fairly healthy condition most of the time. Several teachers have managed to solve persistent problems as a result of our readers' suggestions, and we've frequently been informed that teachers of college methods classes have used Clinic contributions to good advantage. How about sending along that problem that's been bothering you? Just address it to Problem Clinic, BUSINESS EDUCATION WORLD, 330 West 42 Street, New York 36, N. Y. (If you submit a suggested solution, please include a carbon copy.)

As we've mentioned from time to time, the success or failure of the Problem Clinic is up to you. We've never resorted to the expedient of dreaming up problems or solutions and "planting" them in the Clinic simply in order to keep it going, and we have no intention of doing so.

For the information of new readers (and as a reminder to regulars), the Problem Clinic offers "fringe benefits" in the form of prizes. For the best problem submitted by next April 25, we'll award a \$10 prize; for the second best, a \$5 prize. The best solution submitted by the same date wins \$25; the second best, \$15.

Here's a suggested solution to one of the three problems that appeared in our June issue. (For the other two, see last month's issue.)

JUNE PROBLEM 1

The problem I face is not new, I suppose. Our school is small and, in order to take care of the demand for bookkeeping, Typing I, and Typing II, they had to be scheduled at the same hour. There are two advanced typing students and eight beginners.

Typing II, of course, does not need the constant attention that Typing I does. But, particularly during the first months of school, both bookkeeping and Typing I need much attention.

They meet in the same room separated by a glass partition. How can I give the attention needed to both bookkeeping and Typing I students without loss of attention and unnecessary interruptions from one when I am working with the other.

DON PHILLIPS
Buckholts, Texas

Suggested Solution

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It sounds as if you will be performing in a three-ring circus this year. In fact, your problem sounds so challenging, I sat down immediately to

see how I'd be able to face a similar situation and still be able to keep even half my senses.

How about this:

Take your two second-year typing students, assign one as "student teacher" and the other as "assistant" for your eight beginning typing students. Their duties would be:

Student teacher: Checking attendance, of course. Then to begin the teaching of posture, the parts of the typewriter, the care of the typewriter, introducing the keyboard with calling the drills, etc.

Assistant teacher: Helping students in locating parts of the typewriter, observing technique, and giving individual attention to those who may be having some particular problem. The assistant can be very helpful because she can constantly be on the lookout for improper techniques while the student teacher is teaching. That's something the real teacher cannot do while calling drills at the same time.

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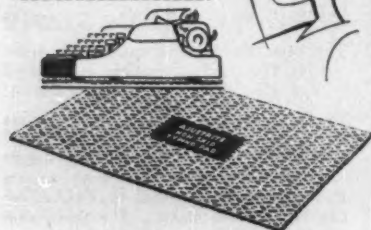
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your instruction I believe you could actually turn the class over to these two students for as long as the first two or three weeks, or until you have had time to instruct your bookkeeping group and get them off to a good start. Then too, being in the same room, you will be able to observe the "teacher" and know how things are going.

This will take care of the beginners and at the same time will do wonders for the "instructors," helping them review typewriter parts, proper technique, etc. They will love the responsibility, too.

Now to get a routine established:

1. Instruct the first-year typing students to begin the conditioning practice, or whatever review work you may assign, as soon as they come into the room.

2. Give the second-year typing students their instructions individually, perhaps in writing; or assign a unit of work and give further instructions when you're not occupied with the other groups.

3. Check the bookkeeping group's previous day's work and give an explanation of the next phase of work to be completed. (Should it be a time when a new principle is introduced and a longer explanation period is required, one of your "instructors" could substitute for you with the first-year typing students.) An assistant should also be chosen from the bookkeeping group to assist with any difficulties that may arise when you have returned to your typing students.

Now, make the second round: to the first-year typing group to introduce the lesson and start them on their work; check with the second-year students on any difficulties; and again back to the bookkeeping group with any needed explanations and assignments.

This routine will have to be changed from day to day, perhaps, depending on the nature of the lesson for each group; but with advance planning, I believe it can be done, especially with the second-year students helping out when necessary. I believe all can be properly instructed, and I feel sure the students will be most co-operative in this situation—and even love their part of the circus.

If this plan works, Barnum and Bailey may be next on your list!

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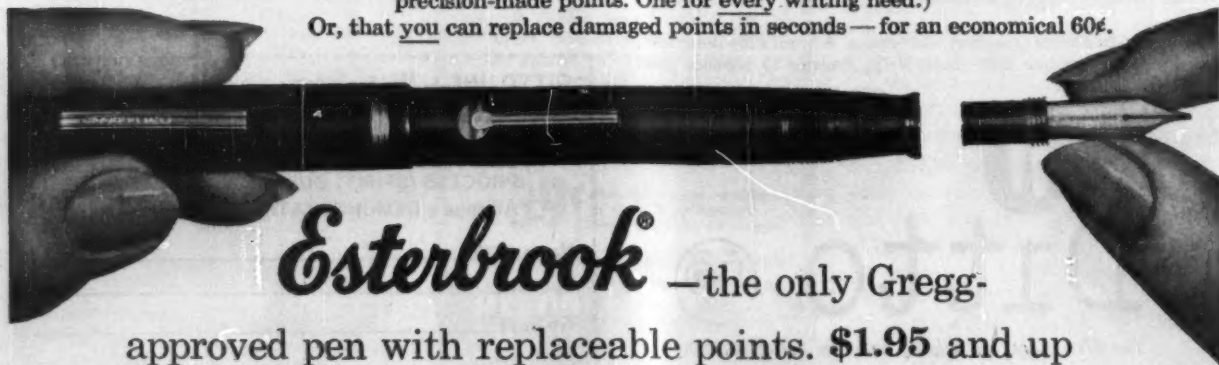
"She's a jewel," he crows in praise!

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RICHARD G. SHAFFER

Pacific High School, San Leandro, Calif.

MANY ASPECTS of personality can be encouraged in the various business education classes. I believe that the following lend themselves to effective development in the recordkeeping class: posture, poise, grooming, co-operativeness. Here are some techniques that I use to develop these qualities:

POSTURE. I emphasize to the students that good posture in walking and sitting is both a necessary part of their everyday class routine and an important requirement for their employment. When we come to the study of cash records, the students imagine themselves as cashiers in the box office of a movie theatre or in a restaurant. I use visual aids along with a short lecture to demonstrate the importance of good posture. These aids consist of comic cartoons that show the "before" and "after" effects of good posture. Employers, brought in as guest speakers, are of great help in my classes, because they point out that good posture in walking and sitting gains an employee the confidence and respect of his employer and fellow employees.

POISE. To see how well my students can handle themselves, I give them difficult office situations to resolve in class. For example, I ask a student what he would do if:

- He made a mistake in his payroll records and his employer was upset.
- He misplaced employees' earnings records in his files.
- He spilled ink on employees' checks.

What I try to bring out in class is how, as employees, my students would react to the employer's criticisms of these errors. Most students would normally talk back to their

employer, seeing a situation only from their own viewpoint. What I try to point out to them is that the employer is paying them to do a job *correctly* and expects the employee to be accountable for the accuracy of his work.

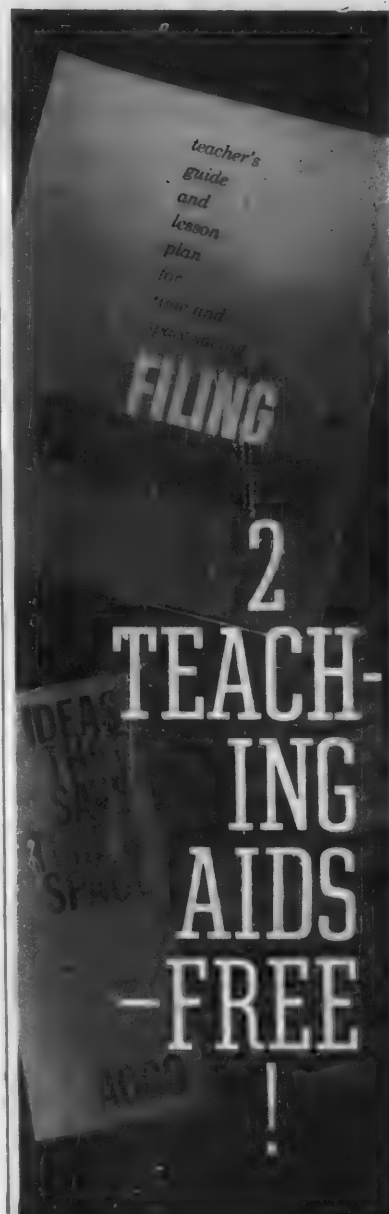
After I've covered these elementary types of errors, I present my students with more complicated incidents that involve third parties—for example:

- Giving out confidential payroll information to outsiders or to other employees.
- Confusing one employee's payroll check with another's.

I tell my students that in situations like these, the employer's criticism is likely to be much more severe than it was in the earlier examples; moreover that if this type of employee behavior does not result in actual dismissal from the firm, it is at least likely to be recorded in the employee's personal file. It is important for us as business teachers to emphasize that an employee must exercise self-discipline and avoid becoming involved in such violations of good business practice.

GROOMING. In my recordkeeping classes I have a full-length mirror placed at one side of the room, as well as a smaller mirror. As the students enter and leave the room, they look at themselves from their shoes to the tops of their heads to check for posture, cleanliness, and condition of fingernails, shoes, clothes, hair, and make-up. They carry through this checkup in the same way that they look over each piece of recordkeeping work to see that it is neat, free of smudges, and unwrinkled.

I know that employers will expect our recordkeeping students to know and observe the principles of good



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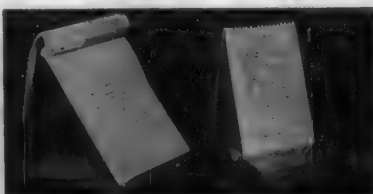
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PERSONALITY (continued)

grooming. I point out that it is not the cost or newness of clothing that counts, but the way we take care of our clothing. I explain, "The suit I'm wearing is one that I wore years ago in college, but I've taken care of it and it's still presentable." If I expect my students to become conscious of their clothing, I as a teacher should be clothing conscious too. I'm sure that all of you can recall teachers in your own high school or college who appeared every day in the same suit. Even if a teacher's wardrobe is small, he can change his attire from one day to the next.

My students tell me they enjoy using the classroom mirrors, which have enabled them to take a look at themselves as other people see them. I stress that the mirrors are intended as an aid to personality development, not as "beauty parlor equipment."

CO-OPERATIVENESS. Record-keeping classes should be conducted in a friendly atmosphere, with every student working for the betterment of himself and his classmates. I believe I've been successful in developing this type of atmosphere by stressing co-operative work in all recordkeeping projects. If the faster students finish their assignments ahead of time, they ask to help other students in the class. Students who are slower in doing their assignments will ask me for help or for permission to work with someone else. I emphasize that no question is silly or stupid and that we are all working together to improve ourselves. Courtesy and tact pervade every class activity.

An atmosphere in which the individual student progressively feels a sense of isolation and pressure tends to stifle good personality development. Students who do not understand an assignment are embarrassed to ask for help for fear that they will be considered stupid. A spirit of teamwork can alleviate or completely overcome this feeling of embarrassment.

I feel proud when a student remarks, "In this recordkeeping class, each student is treated with courtesy and respect and gives courtesy and respect in return." And I see no reason why these attitudes, as well as the activities I've described, can't be introduced into other business classes.

Convention

CALENDAR

WHEN	WHAT	WHERE
Oct.	1 UTAH Education Association	Salt Lake City
	5-7 MAINE Teachers Association	Portland
	6-7 MICHIGAN Education Assn.	Traverse City
	6-7 WYOMING Education Assn.	Casper
	6-7 TENNESSEE Educ. Assn. (Western Section)	Memphis
	7-8 ILLINOIS Business Schools Assn.	Chicago
	8 ANNUAL Bus. Ed. Conference, U. of Detroit	Detroit
	12-14 WEST VIRGINIA Education Assn.	Charleston
	13-14 MARYLAND State Teachers Assn.	Grand Forks
	19-21 NORTH DAKOTA Educ. Assn.	Baltimore
	20-21 VERMONT State Teachers Assn.	Burlington
	20-21 NEW HAMPSHIRE State Tchr. Assn.	Manchester
	20-21 MINNESOTA Educ. Assn.	St. Paul
	20-21 COLORADO Educ. Assn.	Denver
	20-21 DELAWARE State Education Assn.	Wilmington
	20-22 TEXAS Business Educ. Assn.	Corpus Christi
	22 CATHOLIC BEA (Regional)	Springfield, Mass.
	26-28 NEW MEXICO Educ. Assn.	Albuquerque
	27 INDIANA BTA (Bus. Educ. Section)	Fort Wayne
	27-28 RHODE ISLAND Inst. of Instruction	Providence
	27-28 TENNESSEE Educ. Assn.	Knoxville
	27-29 NATIONAL ASSOCIATION AND CONFERENCE OF BUS. SCHOOLS	Miami Beach, Fla. Americana Hotel
	28-29 WEST TEXAS Bus. Educ. Assn.	Midland
	29 MISSISSIPPI Bus. Educ. Assn.	Hattiesburg
Nov.	1-4 VIRGINIA Teachers Association	Richmond
	1-4 VIRGINIA Education Association	Richmond
	2-4 ARKANSAS State Tchr. Assn.	Little Rock
	2-4 MISSOURI State Tchr. Assn.	Kansas City
	3-4 WISCONSIN Educ. Assn.	Milwaukee
	3-5 IOWA State Educ. Assn.	Des Moines
	4 ARIZONA Business Education Assn.	Phoenix
	4-5 TRI-STATE Business Education Assn.	Pittsburgh, Pa.
	5 CALIFORNIA BEA (Northern Section)	Chico
	9-12 NEW JERSEY Education Assn.	Atlantic City
	12 EASTERN WASHINGTON BEA	Cheney
	18-19 CATHOLIC BEA (Southern Unit)	Houston
	19 CATHOLIC BEA (Midwest Unit)	Chicago
	19 NEW ENGLAND BEA	Northboro, Mass.
	19 LONG ISLAND Bus. Ed. Chairmen	Massapequa
	21-23 LOUISIANA Teachers Assn.	Baton Rouge
	23-26 SOUTHERN BUSINESS EDUCATION ASSOCIATION	Atlanta, Ga. Biltmore Exh. Hall
	24-26 SOUTHWEST Private Schools Assn.	Shreveport, La.
Dec.	5-9 AMERICAN Vocational Assn.	Los Angeles
	11-13 NEW YORK Assn. of Sec. Sch. Principals	Syracuse
	27-29 NATIONAL BUSINESS TEACHERS ASSOCIATION	Chicago Palmer House
	28-29 PENNSYLVANIA Educ. Assn.	Harrisburg

OCTOBER, 1960

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TEACHERS ON A MERRY-GO-ROUND

We take courses to "earn" increments and salary differentials—
but do extra credits improve our teaching? Let's end this nonsense
and turn crowded college classrooms over to the youngsters

DOROTHY H. SCHWARTZ

Christopher Columbus H. S., Bronx, N. Y.

ALL THE STATEMENTS about a shortage of college classrooms and teachers include a prophecy that the shortage will grow worse. This is not surprising. A rising birth rate has its attendant educational pressures. Nevertheless, large numbers of public school teachers are themselves partly responsible for creating this shortage—by occupying college classrooms unnecessarily. Not only will they continue to occupy these classrooms unnecessarily, they will do so in increasing numbers. We may reach the point where public school teachers will prevent some of the rising generation from getting a college education—and prevent future teachers from being trained!

Public school teachers are helpless to stop this. They cannot merely remove themselves from these classrooms, because they are forced to be there *by regulations*. During the long years it takes these teachers to reach maximum salary, each step must be "earned" by attending courses.

The requirement of "qualifying for" or "earning" the next salary step is out-of-date, an anachronism. A long while ago, many teachers had little education beyond high school, and few held degrees. A natural, easy, and proper device to encourage raising the educational standard of teachers was to require further academic training. Such worthy endeavor was rewarded with advancement to

the next step in the salary scale, until the maximum salary was reached. Non-attendance meant no next salary increase.

Today, however, when the baccalaureate for public school teaching is taken for granted—when, indeed, some students acquire a master's degree before teaching at all—the originally envisioned end has, practically unobserved and certainly unacknowledged, become a reality. Yet yearly increments continue to be granted almost solely on the basis of sustained course-taking.

At a crucial moment in college enrollment, then, many well-qualified public school teachers are sitting in college classrooms merely to "earn" their next salary increases.

Let's Change Regulations

We can change the regulations, which are outmoded and outdated anyway, and free many college classrooms and teachers to educate the rising generation. It can be done—by permitting the permanent teaching certificate and the attainment of teaching tenure to mark the end of *required* further education of public school teachers.

Eliminating the requirement for "earning" the yearly increment is, however, but a half step—and a short one, at that. The salary schedule itself must be revised before any relief will be visible. Teachers frequently take more courses than the yearly requirements call for; and they do this because of the salary schedule,

which is more complex than may appear on the surface. Here, for example, is the current salary schedule for New York City teachers:

	Base salary (baccalaureate or equivalent)	beyond baccalaureate or equivalent*	With first differential (\$400) added for 30 semester hours	With second differential (\$800) added for 60 semester hours
1st yr.	\$4,500	\$4,900	\$5,300	
2nd yr.	4,500	4,900	5,300	
3rd yr.	4,740	5,140	5,540	
4th yr.	4,960	5,360	5,760	
5th yr.	5,180	5,580	5,980	
6th yr.	5,400	5,800	6,200	
7th yr.	5,620	6,020	6,420	
8th yr.	5,840	6,240	6,640	
9th yr.	6,060	6,460	6,860	
10th yr.	6,428	6,828	7,228	
11th yr.	6,796	7,196	7,596	
12th yr.	7,164	7,564	7,964	
13th yr.	7,532	7,932	8,332	
14th yr.	7,900	8,300	8,700	

* This schedule represents the equivalent of the master's degree.

** This schedule represents requirements just short of those for the doctoral degree.

Observe that all teachers must have the equivalent of a bachelor's degree (and, really, many must have the equivalent of the master's degree). Yet no teacher is *required* to reach the second differential—which means that no course taken in order to "earn" the second \$400 is essential to teaching.

For additional proof that these courses are not essential, here is the *coup de grace*: When the single-

salary schedule* was adopted in New York City in 1947, teachers already appointed were automatically granted the first differential without the necessity of "earning" it. Nobody has intimated that they are inferior or inadequate teachers simply because they did not have to take more courses. By the same token, nobody has intimated that post-1947 appointees are automatically totally adequate, even superior, teachers simply because they did, or do, take courses. The same situation exactly holds true for the second differential, adopted ten years later!

Not only, then, are these courses not at all essential to public school teaching, but any value they may have is merely incidental. Teachers take courses because they are required to do so in order to "earn" the next salary step; and they then take more courses than they are required to take because only in this way does the salary schedule permit them to earn additional money. (In the 1958-59 school year, 6,770 New York City teachers qualified for \$400 salary differentials.) Surely this is a shockingly cynical approach to education and particularly unworthy of the educational system itself.

(Lest it be suggested that these are unnecessarily harsh and possibly imaginative conclusions, let us, by all means, look at the facts for New York City. Fact 1: For the four years preceding the establishment of the second differential, enrollment in in-service training courses varied from 12,350 to 12,967. Fact 2: The second

differential was established as of July 1, 1957. Fact 3: In the 1957-58 school year, enrollment in in-service courses rose to a phenomenal 24,761; in 1958-59, to 24,965. If this is not a clear example of cause and effect, we shall never see one! Note, however, Fact 4: New York City's Director of the Bureau of In-Service Training, in her last annual report, gratuitously commented that the motive of the Bureau in providing courses was a "drive for quality," although she did not pretend to know the motives of the teacher-students—indicating unmistakably her recognition that *teachers* were not driving for "quality." And, finally, Fact 5: These figures cover in-service courses only. Nobody can estimate the course enrollments of New York City teachers in local public and private institutions of higher learning through the year and, during the summer, throughout the country.)

Teachers Block Students

Moreover, the number of new teachers is rising rapidly; these, in turn, will be forced by yearly increment requirements (and further encouraged by the salary schedule) to occupy more and more college classrooms and teachers. The effects are cumulative—they may also be catastrophic to the rising generation, who increasingly will be crowded out by their own teachers!

And this, in its own turn—and here we complete our stupefying circle—will prevent our preparing more of the rising generation to fill the increasing number of teaching vacancies!

But let us leave this madness and look at some other effects.

Many public school teachers' salaries will be increased without raising their actual revenue one cent. Their take-home pay will be increased by no more than the amount it now costs them to take these courses.

This can turn out to be a sum worth mentioning. Let me illustrate with my own case. My net salary in the 1958-59 school year rose exactly \$97.74. The cost of a 2-credit, 30-hour course at a local private institution of higher learning is \$70 (for a 3-credit course, \$105) plus registration fee, plus books, plus transportation, plus a meal if the hour of the

course requires it. Obviously the salary increase (which I had not yet earned) would not even meet the cost of the course; yet I must take such a course every year if I wish to reach maximum salary. No wonder so many teachers hold second jobs.

By eliminating unnecessary course-taking, then, we have awarded a pay increase not automatically wiped out by a "qualifying" requirement.

(Such courses may, of course, be taken under "in-service" training, without tuition fee; and such training was originally instituted because of the financial burden on individual teachers. But the school system must be large enough to support in-service training, and many are not. And in-service training may not be entirely satisfactory in other ways; for example, if the teacher would like to possess a higher degree after all the course-taking, this is not granted. In such instances, the teacher's only solution lies in the orthodox institutions of higher learning.)

Elimination of unnecessary courses will greatly improve teacher morale. Teachers fulfill their part of the bargain for employment by preparing themselves for and meeting certification requirements. The salary schedule, the public's part of the bargain, is not fulfilled so automatically. Why are increases not a matter of right instead of "qualification"? Why should salary schedules hide "jokers"?

Morale may be affected in other ways, too. Look at my case again. In the 1958-59 school year, two articles that I wrote were published in a professional magazine; I served on the executive boards of two professional organizations, editing a newsletter for one and giving a teaching demonstration for the other; I worked with a student teacher for a semester; I attended several conventions. Even so, at the end of the school year, I had not yet "earned" the next salary increment—I was still faced with course credits to be accumulated.

These professional activities in which I had engaged were highly desirable, if one can believe the professional texts (in fact, colleges sometimes insist that their professional staffs engage in them). Yet they counted for absolutely nothing for public school salary increment. Destructive of morale, is it not?

* Since the schedule as presented distinctly shows three salary schedules, the phrase "single-salary schedule" may be confusing to the uninitiated. Before 1947, New York City teachers on the elementary, junior high, and senior high levels were paid at different rates. "Single salary" refers to the fact that all public school teachers are now paid at the same rate, depending on years of service, regardless of the level at which they teach. This is now almost universal in the United States. (In New York City, incidentally, the High School Teachers Association is trying to break the single-salary schedule and is asking a range of \$6,000-12,000 for high school teachers. These efforts have prompted an associate superintendent to warn elementary school teachers to get their master's degrees—so they won't be "left behind" in their own struggle for higher salaries.)

TEACHERS ARE NOT THE ONLY VICTIMS of "credititis" within the educational system. In August of this year, the New York *World-Telegram and Sun* revealed discontent among school secretaries in New York City. These secretaries had been granted a \$200 salary differential, but only on condition that they have 90 credits in addition to those required at the time of licensing. The present licensing requirement of 30 college credits would mean a total of 120 credits in order to qualify for the salary differential; however, school secretaries who were appointed when 60 credits were required for licensing complain that they will now be required to pile up a total of 150 credits for the differential—in other words, they will have wasted 30 college credits.

And there's still another facet to this matter. Last spring, the New York County investigation of ghost writers revealed what is probably the ultimate (at least one hopes so) in "credititis." Here is an excerpt from the grand jury panel's report on the ghostwriting of theses and term papers: "So important are the letters B.A., M.A., and Ph.D. in the enhancement of social prestige, in the attainment of more desirable employment, and in the securing of additional monetary advantage in the academic and business worlds that students, the evidence shows, have resorted to unethical, immoral, and illegal means in order to achieve their purposes."

At the same time, the salary schedule itself is not inviolable; I know of at least one school system that will not permit the teacher to begin to "count credits" for the second differential until the master's degree itself has been awarded! That the schedule may be manipulatable merely bears out the suspicion that it is only a convenient and fairly mechanical method of paying some teachers more and some less.

There is no certain way of knowing how many teachers leave public school teaching because of the merry-go-round of required courses—courses that are not necessary to their teaching, that effectively wipe out the salary increases they so conscientiously "earn," that deprive them of the opportunity to engage in other professional and community affairs, and that interfere with their regular preparation for teaching their own classes. A recent figure on national teacher turnover put the rate at 10.9 per cent. This figure can obviously be reduced.

These are some of the basic reasons for stopping the teacher merry-go-round; but several subsidiary questions must be explored and an-

swered before action will be taken.

Do required courses measure the growth and worth of teachers? Can they be so used? Of course not. Required courses measure only the ability of teachers to continue attending classes other than their own. Only the process of teaching itself measures the growth and worth of teachers—and even this point of view is often contested.

Do required courses raise the educational level of teachers? They did, as we saw earlier, when many teachers had little higher education. As certification requirements rose, however, the influence of required courses in raising standards declined. This influence is now a mockery of its former self, having slowly but certainly lost purpose.

We can easily demonstrate this by examining the reaction of teachers to courses. After "shopping around" for courses given at a time and place convenient for them (indeed, the bulletin of a famous educational institution lists offerings first by day and hour and only then by department), they may decide (1) to avoid serious subjects and take such courses as painting Chinese water

lilies or leathercraft, where one may learn to plait neatly leather leashes for dogs; (2) not to "waste" the course but to prepare for promotional opportunities (which do not and cannot exist for all the course-takers); or (3) to go on to higher degrees, on the general theory that one may as well go "whole hog."

Now, when teachers deliberately and successfully evade any but "extracurricular" subjects or prepare for promotion, their educational level as teachers has certainly not been raised.

The educational level of doctoral candidates, on the other hand, has undoubtedly been raised—only there is almost universal doubt that a doctorate in and of itself confers on its possessor superior teaching abilities. Here, as in the case of those preparing for promotion, teachers are only encouraged to leave the classroom, where they are needed. A nearby school district, indeed, automatically moves to duties other than teaching those blessed with doctoral degrees. Raising the educational level of teachers can, then, result in the movement of teachers out of the classroom.

Now look at this: In many school systems, including that of New York City, any successfully completed graduate course for which a student receives credit is acceptable for increment purposes. Thus, universities become the automatic arbiters of course acceptability—and school administrators appear to have abdicated some of their powers and privileges. Up to a point, this, doubtless, is legitimate and sound; local administrations have more than enough to contend with. Just the same, have universities altogether adequately sustained their high and serious purpose when they offer to teach one to play tennis or to plait leather leashes? Universities are no doubt "meeting the expressed needs" of their students, as the common educational saying goes—but for graduate course credit?

This is not intended to cast aspersions on universities. On the contrary, they themselves are victims and creatures of circumstance. Teachers of physical education will need to learn to play tennis, and teachers of vocational education will

(Continued at bottom of page 43)



Photo courtesy of the Equitable Life Assurance Society of the United States

**Don't
Overlook**

If she had been encouraged by her high school business teacher to go on to business college, this girl would be able to qualify for the kind of job she wants. Let's abandon our defensive attitude toward private business schools

The Business College

VERNON A. MAGNESEN
Elmwood Park (Ill.) High School

BUSINESS TEACHERS, guidance counselors, principals, and parents must awaken to the fact that college is not the best answer for every student—nor is immediate employment the best answer in every case for those students not going on to college.

As many as 40 per cent of the students entering college drop out during the first year. Why? Is it a lack of ability, a lack of interest, a lack of money, or is it lack of proper

guidance? Any of these, and others, could be the answer to the alarming dropout rate in colleges. It is my opinion, however, that although the college dropout rate is a big problem, there is a bigger problem related to it—what happens to those who drop out?

As a result of their unpleasant experience in either leaving college by their own volition or being dropped, these students are often "soured" on further education. They tend to obtain a position beneath their intellectual ability and remain in this position until they no longer are able to use their inherent abilities.

How can we help them before they reach this point?

I am going to make some suggestions that may shock many high school business teachers. I am a business teacher too, and I think that we, as high school people, should take a closer look at the importance of the private business college—a school that supplements rather than conflicts with the high school.

High school French teachers do not, I am sure, believe that their students must be able to obtain jobs as interpreters upon graduation. High school history teachers do not believe that

their students are qualified to become historians. High school mathematics teachers do not believe that their students are qualified mathematicians.

None of the other subject teachers in high school feel that their area is the final step in the education of the student. The people in these areas do not feel they must defend themselves if their students are not qualified to enter a specific field immediately upon graduation.

Why then do so many business teachers feel that to recommend a business college is to suggest that they have not done a good job of teaching?

I believe we business teachers are doing a remarkable job despite large class enrollments, extra-curricular duties, lack of student interest in many cases, improper placement of students, etc. I would not hesitate to admit, however, that many of my students could benefit greatly from the advantages of a private business college.

Many persons have the erroneous belief that business colleges are third-floor walkup schools that have but one interest—getting the enrollee's money. Nothing could be further from the truth.

In an effort to find out exactly what business colleges are and what they have to offer our students, I sent a detailed eight-page questionnaire to 30 member schools of the Illinois Business Schools Association. Replies were received from 19, approximately two-thirds of the schools contacted. I think that the two-thirds response is indicative of the professional attitude taken by business colleges in endeavoring to gain their rightful place in the education of youth.

Of the schools taking part in my survey, one has been operating for less than 5 years, one between 5 and 10 years, five between 10 and 25 years, two between 26 and 50, and ten between 51 and 105 years. (The one school in existence less than 5 years was founded to meet a special need created by automation.)

How could a business school be in operation for so many years without performing a useful and valuable service to those who enroll? I would say, emphatically, that the business schools are very definitely established schools.

Business schools seem to be interested in attractive appearance. Out of

the 19 schools, 13 had remodeled since 1958. The schools in the study have between three and eleven teaching rooms, with eight or nine being typical.

Equipment owned by business schools is varied. All schools reported at least one electric typewriter. About half had five or more electric typewriters and three schools had twenty or more.

Sixteen schools reported that their typewriters were five or fewer years old and many reported machines under two years old. Other equipment owned by the schools is an average of about five years old.

In the 19 schools contacted, 81 full-time and 75 part-time teachers were represented. Of the 81 full-time teachers, 43 were listed with degrees ranging from bachelor to doctor. Many of the others may also have degrees, but it was difficult to determine from the questionnaire whether their college training had culminated in degrees.

It must be pointed out, however, that the absence of a degree does not necessarily mean that the business school teacher would be a poorer teacher. Ten years of practical business experience may serve as adequate preparation for business teaching.

Practical Background

The backgrounds of business school personnel indicate a wide range of experience, including managerial, court reporting, secretarial, administrative, sales, cost accounting and budgetary control, executive secretarial, and CPA. The wealth of practical information that can be brought into the classroom from these varied backgrounds is immeasurable.

Every business college replying recommended that its teachers join professional organizations. The National Business Teachers Association was the one most frequently mentioned.

Another indication of the professional attitude of the business school is its recommendation that staff members attend professional meetings and conventions. All 19 schools made this recommendation and 17 reimbursed their members for some if not all of their expenses in connection with the meeting.

It may be surprising to you to learn that the typical business school of today does not accept just anyone willing to pay tuition. Most schools require a high school diploma or the equivalent G.E.D. test for regular

status as a student. Additional reasons for deeming students unacceptable were poor personality traits, low high school scholarship record, physical handicaps (some schools, however, pride themselves on being able to help the physically handicapped), low I.Q., lack of interest, truant record in high school, poor attitudes, and many others.

The feeling in regard to accepting students seems to be summed up in the statement of one business school director: "Each graduate represents us—makes or breaks our reputation with some employer. We enroll only those we believe we can honestly train—and place."

Another school, which requires applicants to take an aptitude test for specialized data-processing training, reports that thirty to forty per cent of the applicants fail to pass and are refused admission. Any business that will turn away profit in the best interests of the applicant must certainly gain the respect of the public.

Almost half of the schools reported that their average student was in the twenty-one to thirty-five year age bracket. I believe that this is extremely unfortunate. True, this age group most certainly benefits from a business school education, but the students who would benefit most are those just out of high school, the eighteen and nineteen year olds.

A business college education can be valuable to almost any high school graduate:

A business school could take the student with no high school business training and equip him with marketable skills in a much shorter time than the junior college or college because of the concentrated program it offers. Here is where the potential college dropout could be aided if he were counseled into this area before receiving the bitter taste of failure in the academic college.

A business college could take the student with a business background in high school whose skills were not yet developed to the fullest and bring this person to the point where his skills would be marketable. Here would be an excellent place to reinforce the shorthand ability of the girls who spend a year or two in high school shorthand but have not attained a skill sufficient to obtain employment. How often do we high school business teachers shudder when a girl returns to our school a year or two after grad-

uation and tells us that she is a sales or file clerk although she had received a year or two of high school shorthand? It is especially discouraging when the student had developed her shorthand skill enough so that she could have obtained a position with light dictation. Think of the hours in high school that were unnecessarily wasted! A business college could take this person and, through a concentrated effort based on individual attention, improve not only her shorthand skill but her self-confidence as well.

Finally, a business school could take the student with a high school business background and average, above average, or even superior skills and round off her education through developing her poise and self-confidence in addition to strengthening the already satisfactory or superior skills. This person would certainly be in greater demand than if she had left school and applied for a job without any further training.

Too Much Waste

It is my belief that many top students now take one of the first jobs offered them. After getting the position, they may wait a year or two and then begin to look around for something better. What a loss of valuable time and talent! Why should it be necessary for a student to spend her valuable time job experimenting? With the business college training, added poise, increased self-confidence, and the resources of the business college through its proximity to business, a student of high ability could be placed in a top position from the start—or at least in a position with a future. I think we are completely unrealistic when we think that a business school education is for poorer students only. I am convinced the business college has something to offer every student.

Two questions regarding this position will certainly be asked: (1) Why should girls spend their time and money in business colleges when they can get a fairly good job directly upon graduation from high school? (2) Won't these girls be leaving business in a year or two anyway?

My answers are:

(1) We cannot always live for the present. We must consider the possibility that at some time in the future businesses are again going to require higher standards of work from their employees. The day of the 50 and

even 60 wpm typist may not always be with us. Students must develop to their fullest potential to meet the demands of the future. The best time to develop marketable skills is at an age when persons do not yet have the responsibilities of jobs and marriage.

(2) The average girl of today, contrary to what some people may believe, will not work for one or two years, marry, raise a family and retire to life as a housewife. According to a 400-page report entitled *Woman-power*, prepared by the National Manpower Council, the average high school girl of today has twenty-five years of work to look forward to. She might as well face this prospect early in her life and prepare for it. We, as teachers, must realize that it is our duty to see that our students do not sacrifice their futures for the present.

Possibly no other person has so much influence on the high school graduate interested in entering business as the high school business teacher. We must be able to inform the students of their available choices in preparing for their futures.

In most cases, a student entering a business school can expect to pay an entrance fee of from \$5 to \$15. Should the student decide not to enroll in the school after paying this fee, it is generally not refundable. Tuition is payable in advance, but many schools require tuition to be paid on a monthly basis only. Generally, if a student is forced to withdraw from school with an excellent reason, the unused portion of his tuition is refunded. It is especially difficult to get figures on a typical business school student because of the individualized program each student follows. Most students, however, spend about 25 hours a week in school and enroll in programs lasting from 36 to 52 weeks. The weekly cost is approximately \$12. Because of the wide difference in offerings of business schools, it is impossible to compare schools solely on the basis of tuition charged.

One important thing to note is that a business school education can be obtained in a maximum of two years while an academic education requires four years. Therefore, the business college graduate has an opportunity to put his skills to work for him from two to three years sooner. Sometimes, a graduate of an academic college will discover that he needs specific skills in order to obtain employment.

One business school director says.

We have graduates from liberal arts courses who cannot find a position because they have no skill—even college graduates must be worth their salaries and need skills to step into positions. We also have college dropouts whose failure in a college makes it difficult for them to be placed, even after doing well in one of our courses.

I am not saying that a business college education is better than an academic college education. What I am trying to emphasize is that some students are more suited for one area of schooling than another, and it is a shame to waste valuable time and money studying in an area not suited to one's needs and talents.

What does business think of the business college and the quality of the workers they train? This question was directed to clients of many of the business colleges taking part in this study. Each school was asked to give the names of three of its clients. Each of the clients was then sent a personal letter requesting an honest evaluation of the particular school. They were told that their names would definitely not be used. Letters from 40 different companies and individuals were received containing comments like these:

It is a very progressive school, concerned with presenting the best techniques and material to their students. They strive to develop students that are competent and equipped to be efficient and capable and of good secretarial caliber.

We have been well satisfied with the accountants we have hired who were trained at this business college. Their accounting ability is equal to that shown by the many four-year college graduates we employ.

I, my predecessor, and six employees of this bank attended this college. When we are looking for additional employees we always check with this school first.

These comments are typical. There are many, many more letters in my file that speak as highly as these. Certainly, one excellent way to judge a product is to ask the persons who use it.

One of the obvious benefits to be derived from a business college education is job placement. Placement does not seem to be a problem with the business colleges. Thirteen schools out of the nineteen reported all graduates placed, while the remaining few reported a high percentage. Two schools said they received 25 calls per

(Continued on page 43)

Rx

For Effective **SHORTHAND** Teaching

ROBERT L. GRUBBS, University of Pittsburgh



2. The Daily Lesson Plan in Beginning Shorthand (II)

THE TROUBLE with teaching beginning Gregg shorthand is that you've got to teach it—daily. Even the most cleverly designed long-range semester plan can be no better than the daily lessons that make it up. Success and failure in achieving first semester goals in Gregg shorthand balance precariously on the razor-thin edge presented by each daily lesson. Consistently good, persistently busy, and typically happy daily sessions tip the balance in favor of success.

Shorthand classes with such qualities do not just happen. They must be created. The daily lesson plan is the instrument through which they are devised. Therefore, the purpose of this article is to suggest a daily lesson plan that may be used, with small modifications, as a guide to action

for each of the sessions in the 60-day plan for teaching beginning Gregg shorthand we discussed last month.

As you will recall, a feature of the 60-day plan, and a notable reason for its success, is its six-day cycle of emphasis: Explore the new, build skill on the old. The lesson plan on page 21 suggests class activities and time arrangements that are in harmony with this cycle of emphasis.

Brisk but brief spelling, pronouncing, and reading drills are undertaken for the exploration lesson (in this case, Lesson 26); the more brawny skill building activities, especially writing, are planned for the old lesson (Lesson 20). The presentation of the new principles (Lesson 27) is delayed until the last eight to ten minutes of the period.

This lesson plan is a pattern for the

daily class periods that should be followed from period 10 through period 60 of the 60-day plan. Of course, it is wise to vary class activities frequently to avoid monotony. The sequence of the drill work and, to a limited extent, the kind of drill work may be altered as desired. Obviously, the logical order of the plan (warmup first, class drill second, etc.) should not vary.

Pre-Class Activities

The daily class period should actually begin before the tardy bell rings. Train your students to begin reading aloud the reading lesson assigned for the previous night's homework the moment they reach their desks. This is not difficult to do if you approach the matter correctly. From every group of students, you can always identify and instruct two or three



natural leaders upon whom you may rely to start the group reading. Others will join in because they enjoy it, because it helps them to read better when they are called upon later in the period, and because the spirited reading obviously pleases their teacher.

By bell time, each student (and the teacher) will be in the chorus polishing skills on yesterday's assignment. If you are delayed at the door a moment or two, or if you must take roll immediately for official reports, no shorthand time is lost. As soon as possible, however, participate in the group reading.

The pre-class group reading is an excellent skill building device and a good morale builder. Reading together is helpful to those who are not totally prepared and to those who may have had difficulty with the lesson. In addition, it's fun and an ideal preliminary to the warmup drills.

The Warmup

Our lesson plan suggests about five minutes for the daily warmup. It's easy to justify the five minutes given to invigorating warmup activity when you know its purpose. The warmup establishes the brisk, enthusiastic mood that must permeate the entire period. You know the value of "being in the mood" for something and the terrible drag of not being in an appropriate mood for whatever activity you must engage in. Shorthand students are no different from others. They have to be in the mood for shorthand skill building, and you have to help them get into it. If your shorthand class is to bustle with activity, ring with student participation, and end with happy astonishment at how rapidly the time passed, you must build an active, participating, time-forgetting mood with the warmup.

Brief form drills make excellent warmup activity. In period 27, the class planned for in the example, both lessons prepared by the students contain brief forms. The plan hints how they may be used to good advantage in the warmup session.

First, place the brief forms on the board, spelling each one as it is written. Have the students respond with its pronunciation immediately after the completion of each outline. When the entire list is on the board, give brisk commands to action such as, "Read brief forms, left to right; brief forms, right to left;" or "I'll point, you shout." To prevent monotony, have the boys read left to right and then the girls right to left; or divide the class in half and have the front half read as you point, then the back half.

Second, compose short sentences made up of the brief forms and some simple connectives to place on the board. The sample plan contains four sentences prepared for use in class period 27. Have the students read the sentences in concert several times, then dictate them to the students. The sentences you compose for the warmup dictation need not make a great deal of sense; and often, I think, it's better if they don't. Students are amused by them and good humor is an important ingredient in the successful shorthand period. The sentences should, however, be brief and should contain no unusual or low frequency words.

There are three very good reasons for including these casual brief form sentences in the warmup. Obviously, they are an interesting way to review and relearn brief forms. Also, reading and writing the brief forms in sentences enhances their importance to the students. And the sentences provide an early and non-hazardous opportunity for them to take some shorthand dictation that they don't have to copy from the book. It's their first "new matter" even though it is 100 per cent previewed. Your students will enjoy this realism, and it gets the shorthand class off to a happy, high-level beginning.

When the new lesson that you will present in the "Class Teaching" part of the period contains brief forms, they should be taught as part of the warmup. Place the new brief forms on the board where they can be re-

tained throughout the period. Having students recall them aloud serves as a good transition from one activity to another during the remainder of the period.

If neither of the lessons prepared for homework contains brief forms, the words from the beginning of the writing lesson may be employed in the warmup. Write them on the board and spell and pronounce them. Short, easy sentences employing some or all of the words on the board may be composed. Have the students read them aloud and write them from dictation.

Late in the semester, perhaps period 40 or later, an alternate writing warmup procedure may be used occasionally. Designate one letter out of each homework writing lesson that will be used for warmup the next day. (I usually choose the last letter in the lesson.) In the warmup, preview the letter liberally at the board; then, employing only the first forty or fifty words of the letter, dictate slowly enough so that all can get it. Repeat the dictation at slightly increased rates of speed, interspersing quick spelling and pronouncing of the words on the board plus any additional ones the students may have asked you to write. Permit the students to keep their books open, but encourage them to decrease gradually their dependence on it during warmup dictations. The final dictation, like the first, should be at a rate that all can get. Success for everyone whets the appetite for the drills that are to follow.

When this writing warmup procedure is used, it is important that only the first forty or fifty words of the letter be dictated no matter how long the letter. The dictation interval must be kept short. The warmup is only preliminary to the lesson; it must not become the lesson.

Class Drill

Lusty class drill is the backbone of the daily shorthand class. In the class drill part of the period, reteach, drill, (Continued on page 22)

SAMPLE LESSON PLAN FOR PERIOD 27

Pre-Class Student Activity: Concerted reading of Lesson 26

Clock
Time

Oct. 18, 19--, Fourth Period, 10:00 - 10:45

WARMUP

10:00

Board: Brief forms; Lesson 26, 20

Board: Brief form sentences;
Lesson 20

(26) $g \hookrightarrow g \checkmark g L \ell r$
(20) $g \rightarrow m \nearrow r \hookrightarrow r \rightarrow$

1. 91' 13" 1.0
2. 91' 13" 1.0
3. 91' 13" 1.0
4. 91' 13" 1.0

10:05

CLASS DRILL

Board: Spell and pronounce

jent *o o r o*
pend, pent *u e e y*

def, dif *dr dr*
div, tive *dr dr*

10:08

Individual reading: Sample Lesson 26; Shorthand Manual, pp. 115-118

10:13

Board: Spell and pronounce

ted
ded, dit

men, mem

min, mon

10:15

Concerted or individual reading: Lesson 20, Shorthand Manual, pp. 88-90

10:20

Dictation: Lesson 20, pp. 88-90; repetitive, accelerated dictation
Par. 181, p. 90

10:35

CLASS TEACHING

Board: Present, spell, and pronounce Lesson 27, Shorthand Manual, pp. 119-120

electr- e e e
electric 2 e e
inter- 2 2 2
intro- 2 2 2

enter - . - / 70 -
short - ' 6 ' e /
ship - p 10 ' 6

10:45

ASSIGNMENT

Spell and read: Lesson 27

Read and write: Lesson 21



and build skill with the principles presented briefly yesterday and six days ago. Teach and work as though not one of the students has done any homework. (Of course they have; but the fact is, you'll build skill best if you assume that the entire job is up to you to do.)

The class drill activities illustrated in the lesson plan for period 27 are in harmony with and perpetuate the six-day cycle of emphasis featured in the 60-day plan. The plan designates brief drills on Lesson 26, the exploration lesson, and solid skill building on Lesson 20, the old lesson. It presents a form you should follow in planning each of the 60 shorthand class periods.

Begin the class drill as indicated in the lesson plan with the words at the beginning of Lesson 26. Place the words on the board and conduct spirited spelling and pronouncing drills on them. Point at random to the words and spell with the students. Aim for rapid coverage rather than intensive coverage.

Following the board drills, sample the reading skills on Lesson 26. Call upon individual students to read a sentence or two or conserve time by reading Lesson 26 in concert. Lead the group reading. This way you can set and maintain a rapid tempo. Treat reading as a group activity and make yourself part of the group. Active participation is an ingredient for success forgotten or ignored by too many shorthand teachers.

It is enough to employ individual reading only about once a week or so just to keep students on their toes; that is, to make sure that they are giving ample homework time to the reading of the exploration lesson. The individual reading may be evaluated by the teacher, and a later article in this series will describe a method for judging reading skills.

When the reading of the advanced lesson (Lesson 26 in this case) is completed, turn quickly to the skill building lesson (Lesson 20). Place the words at the beginning of Lesson 20 on the board for quick spelling and

pronouncing preparatory to dictation of the lesson.

It will make the dictation easier for your students if you have them read the lesson before you dictate it. Reading in concert will save time, but frequent individual reading is necessary if you are to be vigilant in seeing that reading skills continue to grow.

Dictate Lesson 20 straight through with short rest pauses between letters. Remember, rapid and frequent coverage is better than slow and thorough coverage. You will probably have time to dictate the entire lesson twice and part of it a third time. Keep them writing. Except for the first period or two in which they write, time all dictation with your stopwatch.

Permit students to keep books open while you are dictating. They learn to write shorthand by copying and imitating good shorthand. An open book policy for all or nearly all of the first semester is one you will never regret. Note that in the plan for Lesson 20, a portion of paragraph 181 on page 90 was selected for intensive, repetitive dictation. The first 40 words, ending with "do your shopping for you," are excellent for accelerative skill building. Dictate these 40 words repeatedly at increasing rates that may be pressed as high as 100 words a minute.

Use good judgment in pressing to the higher rates. Keep pressure on the students, but make it a gentle pressure. Remove the pressure immediately when you see pen-pinching or other evidences of nervous tension developing. The final dictation should always be at a rate that everybody gets. Every student can then leave the class period with a feeling of accomplishment. "A little success each day will keep them plugging away," is the slogan of many a fine shorthand teacher. Build skill by building morale.

Class Teaching

Save the last eight to ten minutes of the class period for presenting the new lesson. Our plan designates

about ten minutes for presenting Lesson 27 and suggests the words that should be placed on the board. Present these word beginnings enthusiastically as exciting new ways to write long words more rapidly. The word beginnings (or whatever principle is presented in the new lesson) are more than just outlines to be learned. They are integral parts of a thrilling system of writing that is as fast as any devised by man. Believe this yourself and your students will believe it. Helping them to believe in Gregg shorthand is half the job of getting them to learn it. In class teaching, teach more than new outlines; teach the glory of being able to read and write Gregg shorthand.

A Written Plan Each Day?

"Is it awfully important to have a written lesson plan as detailed as the one illustrated for each day?" You bet—and for more important reasons than simply to show the principal in case he comes to observe your teaching.

Preparing a detailed written lesson daily will give you self-confidence. Good shorthand teachers are good because they are self-confident—sure of themselves every inch of the way. Students learn quickly to have faith in such a teacher; and if they are to acquire a skill, the students must know within themselves that they have a teacher who can do the job for them.

Your first task with every new shorthand class, therefore, is to win their confidence in your ability to teach them successfully. You will want them to have faith in you and in your ability. This faith you must win. Self-confidence built on the firm foundation of detailed planning will help you merit your students' faith in your personal skill in teaching.

Plan every lesson with the care and precision you would use if your superintendent were going to spend the period in your class. Then hope that he does come. He'll be seeing a competent teacher and confident students in action.

(Next Month: Testing and Grading)



AN EAR TO THE GROUND

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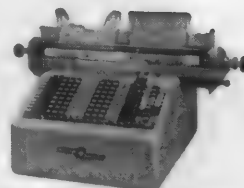
Burroughs and Sensimatic—TMs



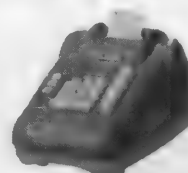
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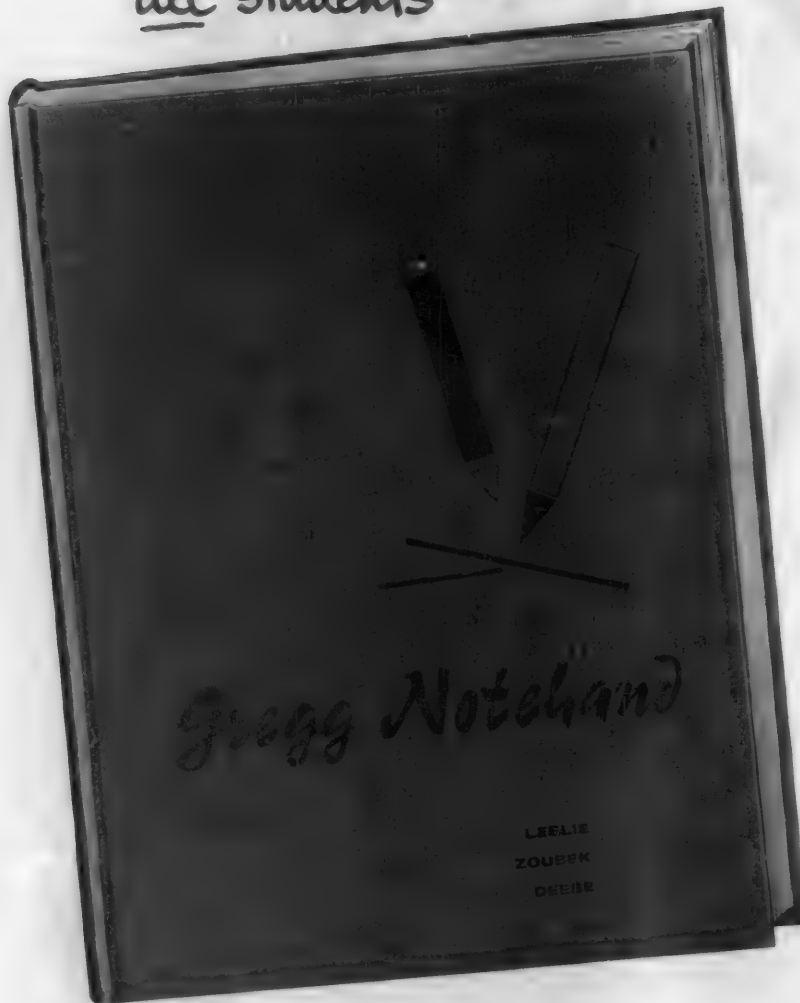
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for EXAMINATIONS, and
ORIGINAL WRITING**

From the preface .

"GREGG NOTEHAND was written to meet the need that educators have long recognized in making intelligent, meaningful reading and from listening. Psychologists have known that the process of making notes greatly helps to learning and remembering, dealing with study habits and technique. The book is written in which the importance of notes is emphasized. These books, however, give little or no help in the actual processes of notemaking. It is the purpose of this book to provide this help . . ."

- IMPROVES LEARNING
- EXTENDS RETENTION
- INCREASES STUDY EFFICIENCY

through EFFECTIVE TECHNIQUES of

- LISTENING • READING • NOTEMAKING

Write for illustrated

A NEW, UNIQUE CONTRIBUTION TO GENERAL EDUCATION

Gregg Notehand

by
LESLIE-ZOUBEK-DEESE

Shorthand with Integrated Instruction in How to Make Notes

GREGG NOTEHAND is a textbook integrating instruction in the techniques of making notes using a quick, easy-to-learn brief writing system based on the simple alphabet of Gregg Shorthand.

GREGG NOTEHAND PROVIDES . . .

- a simple set of notemaking principles designed to help the student learn more and faster; to help him remember more and remember it longer; to help him study more efficiently
- a brief, easy-to-learn writing method—a simple adaptation of Gregg Shorthand the system written by millions of people: secretaries, court reporters, business men and business women. GREGG NOTEHAND consists essentially of the Gregg alphabet and a few abbreviating devices.
- specific time-saving notemaking techniques that will enable the student to use GREGG NOTEHAND to the best advantage in making notes from reading and from listening, and in doing original writing.

WHERE will GREGG NOTEHAND be taught?

It will be taught in secondary and collegiate schools, and in many adult classes.

WHO will study GREGG NOTEHAND?

All academic students can profit from the study of GREGG NOTEHAND. It will be especially valuable to college-bound students. Because of its general educational objective, it will appeal equally to boys and girls.

College students at all levels, including non-secretarial majors in schools of business.

WHAT is the "speed objective" of GREGG NOTEHAND?

GREGG NOTEHAND is NOT intended as a vocational skill tool; consequently, it will not be taught with a words-a-minute goal. It is NOT designed for vocational training or verbatim dictation speed.

IS GREGG NOTEHAND an introductory course for vocational shorthand?

NO, GREGG NOTEHAND has the specific general education objective of improving study and learning, through improved reading and listening, and discriminate notemaking. It is NOT recommended for the prospective secretary.

HOW will the course be labeled?

Designation and sponsorship of the course will vary. In some instances it may be sponsored by the business education department but restricted to non-shorthand students; in others it may be sponsored by departments other than the business education division.

It might be called "Techniques of Notemaking." If coupled with a one-semester course in personal typing, the combined course might be designated "Techniques of Personal Typing and Notemaking."

Gregg of McGraw-Hill

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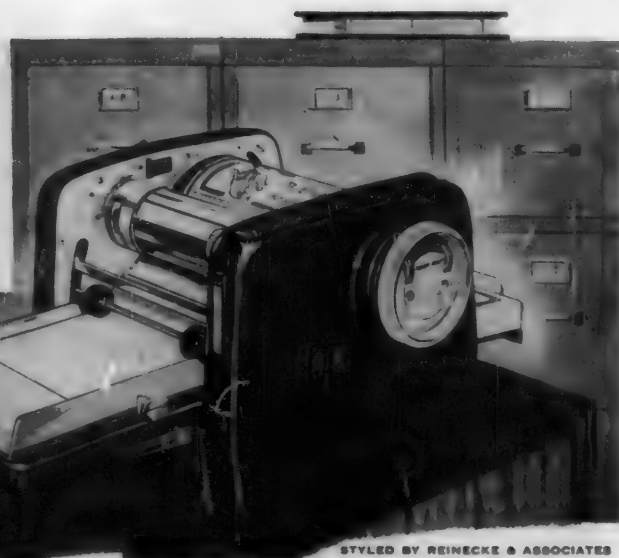
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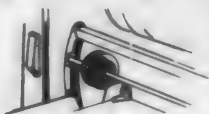
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Feed, with Adjustable Feed Wheels and Feed Tension Control, assures positive, nonskip feeding of thin papers to cards—even newsprint—from 3 x 5" to 9 x 15" in size.

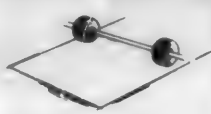
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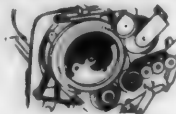
Sheet separator feed
Vastly improved Sheet Separator. Fingers eliminate side retainers and tricky adjustments.



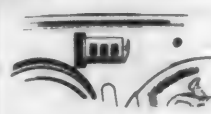
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East Side High School, Newark, N. J.

TEACHING THE FUNDAMENTAL ELEMENTS OF BOOKKEEPING SECOND SERIES

A BOOKKEEPING workshop or discussion does not seem complete without the perennial query, "How should practice sets be graded?" Obviously, there is no single answer that applies in all cases, for the thread of evaluation is woven in various ways into the warp and weft of local teaching situations. Whatever the pattern of the grading scale, though, it must be consistent with the teacher's point of view about the purposes of practice sets and with the methodology he uses to implement his objectives; otherwise, student accomplishment cannot be measured accurately and equitably.

Principles and procedures are introduced throughout the bookkeeping course. The opportunity to apply some of them through the solving of exercises is usually given after the introduction of each new topic. The additional experience of working a practice set reviews and integrates *all* the learning in a simulated business situation.

The narratives of textbook exercises provide material for practice in recording and interpreting data; however, the experience of *selecting* needed and pertinent information from a collection of data can be acquired only from working a practice set with business papers.

Other practice opportunities that are not feasible in textbook problems are made available through practice sets—the performance of such common, functional bookkeeping activities as preparing and entering deposits, keeping a checkbook, reconciling bank statements, proving cash, preparing and checking invoices, and so on.

7. How to Grade Practice Sets

GILBERT KAHN

The bookkeeping class is one of the best places to give students an understanding and appreciation of business practices and procedures. A bookkeeping set, properly used, will dramatize the close relationship between the accurate, up-to-date information supplied by the accounting department and the activities of every other department in a business organization. Furthermore, the practice set helps to develop student confidence and self-reliance, because it supplies new settings for applying principles, provides opportunities to locate errors and rectify them, and requires concentration and effort over a sustained period of time.

The Bugaboo of Copying

These, then, are the purposes of practice sets. All grading scales should provide for measuring the degree of their attainment. But grading is meaningless if it is not based on the student's own work; therefore, a grading plan should include features that will discourage copying. Copying is often considered to be the principal problem in

HOW TO GRADE PRACTICE SETS (continued)

using practice sets effectively as a learning device. When teachers ask, "How should practice sets be graded?" they often mean, "How can we eliminate copying?"

The surest way is to require that all work be done in the classroom under the supervision of the teacher. For most learning situations, however, this is not the answer, because the disproportionate amount of class time consumed by all but the fastest workers could better be devoted to other purposes.

The sets that are borrowed for copying purposes are the work of the more capable students. Even if these students would prefer not to be partners in the copying conspiracy, their reluctance to be labelled "poor sports" or "teacher's pets" usually makes them co-operate. If, however, the lenders had to suffer a lower grade, they would discourage requests from would-be borrowers. Hence, a grading scale that "charges" for each day the set is removed from the classroom would do much to reduce copying.

The time that the teacher budgets for the completion of the set should be based on how long it would take a bright student to do all the work within the class period. A calendar should be set up, listing dates for submission of the set at various stages and for its completion. It would be the student's responsibility to watch his progress in relation to this calendar. He could request permission to take his set home whenever necessary, but a penalty would be assessed according to a prescribed formula. This penalty would be doubled during the last week—the time when the brighter students have completed the sets and the temptation to copy is greatest.

Those who might protest that this is a negative approach should be reminded that, on the contrary, it is a

positive measure of speed. On the job, the bookkeeper-accountant is evaluated on his ability to produce rapidly as well as accurately. For too long our bookkeeping tests have measured only accuracy, neglecting the element of speed. "Charging" the student for the extra outside time he needed to complete the set would give speed of performance the weight it should have in the grade.

SUGGESTED GRADING PLAN

Basic Grade	minus	Outside Time Penalty	equals	Tentative Grade
Tentative Grade	averaged with	Test Average	equals	Final Set Grade

Neatness, initiative, and accuracy are reflected in this grade. By accuracy I mean the correctness of the end result. Errors should not be penalized so long as they are corrected neatly. If initial errors were taken into account, the fast workers might be penalized for their "pioneering" efforts, whereas those who followed could easily rate higher in accuracy simply by learning from class discussions and from the fast workers' experiences. In measuring initiative, we should consider the amount of teacher help needed—that is, how resourceful was the student in solving new transactions or situations and in locating his own errors?

The basic grade is expressed in points: A = 4, B = 3, C = 2, D = 1, and F = 0. A checklist similar to the one below could be used in computing the basic grade.

Outside-Time Penalty

The daily penalty for taking the set out of class is determined by dividing 4.0 (the maximum number of points attainable for a basic grade) by *double* the number of days allowed for working the set. Then, for the last week (or for the last two days, if the set is a short one to

(Continued at top of page 42)

CHECKLIST FOR COMPUTING BASIC GRADE

Student's Name	Date	Debited and/or Credited Accounts	Amounts	Explanations	Posting References	Totals	Rulings	Form (Headings, Spacing, etc.)	Corrections	Neatness
Journals										
General										
Cash Receipts										
Cash Payments										
Petty Cash										
Sales										
Purchases										
Ledgers										
General										
Customers										
Creditors										
Statements										
Trial Balance										
Schedule of Accounts Receivable										
Schedule of Accounts Payable										
Work Sheet										
Profit and Loss Statement										
Balance Sheet										
Post-closing Trial Balance										

FINAL GRADE _____



ALL Ninth-Graders Should Take Personal-Use Typing

We shouldn't deny academic students a skill that will be useful all through high school as well as in college

RUTH CUMMINGS SANBORN, Nyack (N.Y.) High School

MORE AND MORE high schools all over the nation are recognizing the need of good business habits and good business practices for the college-bound student. Where else but in the high school does the student learn the orderly accumulation of facts, the handling of details as he researches, and the importance of the written word in a legibly presented manner? For this reason, "personal" or "academic" typing has come into the curriculum of an increasing number of secondary schools. Typewriting teachers are realizing that they are not only imparting a skill but teaching a means to an end—a better way to present written material in any academic subject so that the student may be understood.

Why, in so many high schools, do we leave the acquisition of this skill to the junior or senior year? Some schools have already answered the question and put typewriting into the junior high curriculum. But too many have side-stepped it completely by saying that there just isn't time until the senior year. Let's face the facts squarely, particularly in the average-size, primarily academic, four-year high school, where 60 to 70 per cent of the students may go on to post high school education. In such a school, a mere 10 to 15 per cent find their way into the business curriculum. The

business education department, hampered by a lack of curriculum time, manages to give typing skills to a very small percentage of each graduating class. By the time students become seniors, the one period of academic typing can seldom be worked into the student's already overloaded schedule, and if it can be worked in, it is too late for him to have made adequate and purposeful use of his acquired skill during the high school years.

Personal-use typewriting belongs in the ninth grade, either in junior high school or in a four-year high school. Placed here, it not only affords the student the opportunity to acquire a skill, as well as some credit toward graduation, but it assures him this usable skill through all four years of high school.

In ninth grade, typewriting does not show itself as an important employment tool, but rather it emphasizes immediately its personal benefits. No grade on the secondary level has a greater need for motivation than the ninth, and typewriting can be a means of maintaining interest in all subjects studied as it builds within the student an educational standard of achievement.

Ninth graders seek recognition. And what teacher of English or social studies does not appreciate the neat-

ness of appearance and the conciseness of presentation acquired by the well-motivated student who can type? It has been proved by research that this skill is a means of assuring recognition in work well done, for from the classroom of a dedicated typing teacher step students who can formulate their thinking, gather together research material concisely, and then present their findings on time and with great pride. They are the students fortunate enough to have learned to use the typewriter as a writing tool in all phases of their educational program.

Typewriting is primarily a skill to be learned before it can be used. We business teachers know the old adage, "anyone can type." We say it ourselves with tongue in cheek because we have struggled unendingly with the problem student. We do know, however, that a desire to type is the greatest motivating factor that we can be given in a pupil, and that with concentration, demonstration of proper techniques, and instruction on the typewriter keyboard, we can bring almost anyone to "his own" degree of capability. It may be 25 wpm or 50 wpm, depending on the individual. Even the plodder who will never get beyond 17 wpm in the classroom, given the opportunity to

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A table of a high school that earned the co-operation of business and industry

THIS IS THE STORY of a school we'll call Mid City High School and of Mr. Abbott, who was appointed its supervisor of business and vocational education in the fall of 1949.

Mid City is a comprehensive high school in a town of approximately 150,000 people. Its business and vocational education department was large, and most students were planning to take jobs upon graduation; but the dropout rate was high. Although the teachers in the department were good, there had never been any real co-operation between the school and the business community.

On his appointment, Mr. Abbott was urged by both the superintendent of schools and the principal to do what he could to improve things.

The Problems

In initial talks with the teachers in his division, he discovered that several of them were individually attempting to make contacts with representatives of the business and industrial community. Since there was no organization of effort, however, the effectiveness of these contacts was negligible.

Mr. Abbott listened to businessmen when he attended some of their meetings and heard, on occasion, remarks about the ineffective education of their employees and how costly it was to give them adequate training on the job. Naturally, the school was blamed for this unfortunate situation.

At a faculty meeting some weeks later, after Mr. Abbott was certain that the teachers with whom he worked were sure of his sincerity and interest in their welfare, he asked what improvements they would make in the curriculum and facilities if they were able to.

A lively discussion followed and several problems were defined:

1. There were no reliable data on the kinds of jobs students got when they left school.

2. Materials and machines in most classrooms were outdated.

3. The textbooks did not meet the needs of the students.

4. Training was entirely in the school building and did not include opportunities for students to work in community offices, stores, and plants.

Most of the faculty agreed that these were serious problems and that solutions would have to be found if instruction was to be improved. Two teachers, Miss Ballard and Mr. Clements, however, said that they were quite satisfied with the present program. They felt that the suggested changes would cause unnecessary friction within the school and would not gain support from the community.

Mr. Abbott thanked the faculty members for their frank expressions of opinion. He asked what steps they wished to take, if any, to strengthen the program. Most of the teachers agreed that a committee composed of members with different viewpoints should explore the problems raised and suggest methods of solution. Even Miss Ballard and Mr. Clements, who were anxious to maintain the *status quo*, consented to the formation of the committee. In fact, Miss Ballard and three other teachers formed the group that was to devise a plan of action. Individual committee assignments were then agreed to.

The Recommendations

Two weeks later the committee made its initial report to the faculty. At the meeting, Mr. Davis, the chairman, summarized the recommendations. First, however, he reminded the faculty that many of the proposals had brought negative reactions from the business community in the past and that the voters had recently defeated a proposal to raise money for the school's needed equipment. The town's business leaders had turned down a work-study proposal several times. Despite this, the committee recommended:

1. That the faculty, in co-operation with business and industry representatives, should form a permanent advisory group to confer on matters of mutual interest regarding

the welfare and needs of the young people of the community. This advisory group could consider policies regarding the over-all business and vocational curriculum, development of a work-study plan, and replacement of outdated equipment.

2. That the school should develop a public relations program to keep community leaders, parents, students, and others informed of the school's program, its problems, and its progress.

3. That a survey be made of the jobs held by graduates and dropouts of the past two years. Faculty members would:

- a. mail carefully prepared questionnaires to all such former students for whom addresses were available;

- b. visit a representative group of the school's recent alumni to discuss their jobs, job requirements, training on the job, and to ask for suggestions to assure better preparation of future students;

- c. see personnel executives and department heads in firms employing these former students, discuss the job competence of the students, and invite suggestions for curriculum changes.

4. That a bibliography be compiled so that additional ideas might be explored.

After discussion, the committee's recommendations were unanimously accepted. Mr. Abbott, the supervisor, was pleased to see that Miss Ballard and Mr. Clements, both previously unenthusiastic about any changes, had not only voiced no opposition, but Miss Ballard actually seemed quite pleased to be able to co-operate on the plans.

Mr. Abbott asked all faculty members to propose names of community business and industrial leaders who might be approached to form the nucleus of the advisory board. They agreed that a small group of effective leaders, if they could be sold on the idea, would work more efficiently in initiating plans than a larger, more unwieldy group.

Putting Democracy To Work In Business Education

KAREN R. GILLESPIE

School of Retailing,
New York University

Selected to form the nucleus of the board were

- the executive secretary of the Farmers Cooperative Association,
- the president of the city's leading bank,
- the chairman of the board of a textile mill,
- the manager of the home office of a chain store, and
- the managing editor of the city's daily newspaper.

Mr. Abbott and two faculty members were then elected to meet with these business leaders.

Stimulating Interest

The faculty members were dubious about approaching these business leaders and asking them to serve without first stimulating their interest in some way. They discussed the strategy that might be used to impel the businessmen to do some creative thinking about the school and its re-

lation to the community. The plan devised was this: Before being asked to act as members of an advisory board, they would be invited to participate in a panel discussion at a Parent-Teacher Association meeting. The subject would be, "How the High School Can Best Serve the Needs of the Business and Industrial Community."

The businessmen agreed to participate on the panel. Several meetings were necessary for preparation, and Mr. Abbott noticed with delight that their interest in and enthusiasm for the school increased with each meeting. These businessmen were selling themselves on the much-needed cooperation between school and industry. Each of them visited the school as part of his preparation and had an opportunity to watch the students at work, to see the outdated equipment, to visit the library, and to thumb through the textbooks. Almost without realizing it, they developed a sympathetic attitude toward the ambitious students and teachers and an uneasy feeling that they, as business leaders, should be doing more for this group than just participating in a panel discussion. They began to think of ways of arousing the interest of the whole community, of supplying the school with better equipment, of making the job of the teachers easier, and of paving the way for students to make an easier transition from school to business.

The interest of these executives spread through their organizations to still more business leaders. This was no longer just a school problem—it was becoming a community problem.

In the meantime, another committee began to work on the public relations program. The first evidence of its activities was the announcement for the panel discussion to be presented at the P.T.A. meeting, copies of which were sent to all parents and friends of the school. The notices were planned by business education students as part of their study of advertising; after approval, they were mimeographed by the members of the office practice class. The enthusiasm of the teachers for this project was infectious; the students became interested and, in turn, stirred their parents to attend the meeting. As a result, this P.T.A. meeting boasted the largest attendance in the history of the school. Not only students' parents but men and

women from virtually every major field of activity in the city attended.

The long-awaited P.T.A. meeting finally convened. Although the alumni survey was not yet complete, preliminary findings revealed that a significant number of young people from the high school remained in the city for permanent employment. This brought the need for closer alliance with the representatives of the school even more forcibly to the minds of the businessmen present.

The business leaders' panel discussion was excellent. The executives began by showing how the school building might provide a focal point for community gatherings, how the teachers could participate in community activities, and how they could guide the students to have a greater interest in community life. Then, almost as if by design, the panel began to make suggestions about how the community could aid the school. When the meeting adjourned, everyone was thinking of how he could help to make the school a better steppingstone for students to life in their community.

TEN YEARS LATER

Mr. Abbott often thinks back to that meeting ten years ago when the entire co-operative enterprise developed. The advisory board was born almost overnight at the suggestion of the panel members themselves. As the years passed, many additional business and industrial firms volunteered to have representatives on the board.

In the past ten years, the board, the teachers, the students, and the community have achieved the following:

1. *Annual survey of alumni.* The results of the 1950 survey, when completed, were so interesting and useful that the faculty urged that the survey be made annually. Since it provided material essential to guidance counselors, the current students became thoroughly aware of its value. As they graduated, they kept the school informed of their job status. This made follow-up studies more reliable, since larger returns were available.

2. *Effective work-study program.* A work-study program was established that allowed each vocational and business education student to work in his field of specialization for

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AMONG EXPERTS, there is much confusion about the relationship between arithmetic and bookkeeping. At one extreme we have those who would require the completion of a good stiff course in arithmetic as a prerequisite for the study of bookkeeping; at the other are those who would remove all arithmetic from the bookkeeping course.

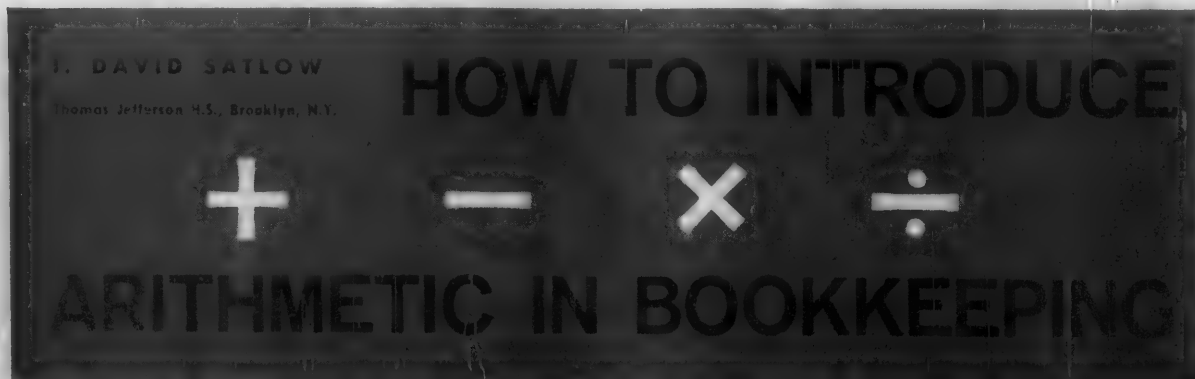
When the experts themselves are

in disagreement, the classroom teacher is in a dilemma. He has bookkeeping students of varying and questionable ability in arithmetic; what is he to do about the arithmetic until such time as the experts agree?

Although the two points of view appear to be in conflict, they need not necessarily be. The answer may be found in a blending of the two. In the early stages of any unit, the

first point of view should prevail; in later stages, the second. When we do undertake to teach arithmetic, we should do so meaningfully, remembering that to some students the thought of arithmetic is tantamount to recalling a traumatic experience.

What follows is an attempt to list a number of practices that flow from an acceptance of the twofold philosophy just outlined.



AS A GUIDE for your own teaching, give the class an inventory test in arithmetic so that you will know where each individual stands. Remember, however, that it takes motivation to bring out the most favorable response.

ISOLATE the arithmetic from the bookkeeping. Concentrate on the economic understanding and recordative aspects of the new topic, and require no new arithmetic skill for the first lesson on any topic. The computation of interest, for example, can be left to a subsequent lesson. In the first lesson, tell students how much interest is received without letting them know that in later lessons they will be determining such sums on their own, on the basis of information given in the problems. When relieved of their arithmetic phobia, they'll be more inclined toward learning the bookkeeping skill.

GO ONE STEP further: when introducing a new bookkeeping topic, use simple round numbers and omit cents.

DON'T IGNORE the arithmetic entirely. Introduce more involved sums in later lessons on the same topic. This device will serve as motivation for improvement of students' arithmetic skills.

DEVOTE TIME to arithmetic instruction occasionally—but not more than part of a period at any one time. The right moment for such instruction comes when the need for arithmetic is felt by the *students* in connection with their bookkeeping, not when *you* feel they need it.

ANTICIPATE the arithmetical pitfalls in any narrative, so that the pace of entry work can be accelerated.

FAMILIARIZE yourself with the arithmetic methodology that was used by your "feeder" schools. Students will be able to follow your explanations better if you use *their* mathematical methods.

IN COMPOSING transactions involving goods purchased, checks or notes received, state the exact sum for which

the paper was drawn; that's the way it happens in the business office. In the case of outgoing papers, you can have students compute the amounts for which they are to be drawn.

DIRECT COMPUTATIONS on check stubs should be required. You will thus develop in students a desirable work habit, one that makes for proper checking when necessary to verify interest or discount.

TRAIN STUDENTS to check the equality of debits and credits in any compound entry before moving on to the next transaction.

PENCIL FOOTINGS should be put to use, once students have obtained them. There's no need to add all seven numbers to arrive at the final pencil footing. The pencil footing of 325 plus the three new numbers will provide a correct final footing.

130
20
110
45
325 (p.f.)
80
260
85
760 (p.f.)

WHENEVER calculations are necessary, have them reduced to an algorithm that students are to follow.

TEST FOR SPEED by giving a daily practice problem that calls for continuing addition. Start the class off with any two numbers, 73 and 28 in the example at right. Tell them to add the two numbers, then to continue to add the last two numbers successively until they have obtained ten numbers. Then tell them to add the entire column. The work can be checked by dividing the final answer by 11; if the answer is correct, the quotient should be the same as the seventh number.

73
28
101
129
230
359
589←
648
1537
2485
11)6479
589←

TRAIN STUDENTS in the proper use of scrap paper for addition and subtraction. By placing the edge of the scrap paper directly below the last amount in a column to be added, a footing can be obtained and calculations can be made on the scrap paper without marking up the textbook or duplicated page.

ENCOURAGE the use of shortcuts, but don't insist on them. Not all students react favorably to them; some sense a greater feeling of security with the longer methods that they have learned after much effort.

TRAIN STUDENTS to check the equality of debit and credit totals before forwarding from one journal page to the next.

IN SIMILAR FASHION, train students to verify the equality of debits and credits before totaling a special journal.

GIVE OCCASIONAL brief warmup drills relating to the arithmetic that will be required during the period.

AVOID LOSING TIME unnecessarily on arithmetic. If any arithmetical difficulty arises, do not stop all book-keeping work. Have one or two students do the calculations on a side board; in the meantime, proceed with the succeeding transactions until the students are ready with the arithmetic answer.

BE ON THE LOOKOUT for the student who, in the middle of a problem, applies the rule, "If it's more than a half, you change to the next number." The changing of \$2.37½ to \$2.38 at the beginning of an example or in the course of a computation may cause havoc.

BE QUICK to recognize fragmentary learning in the formulation of a final answer, as in the case of the student who changes \$7.51 to \$8 at the end of a problem.

TAKE TIME OUT every now and then to verify student understanding of the arithmetical processes involved. You can do this by a casual question, such as, "Why do we add these two numbers? Why not subtract instead?"

MAKE USE of individual arithmetic problem sheets. For example, have special remedial instruction sheets on the application of percentage to invoices for students who are weak in the arithmetic of purchase or sales discount.

TRAIN STUDENTS to subtract horizontally.

Example: / 380 / 7.60 / ? /

Step 1: \$380 minus \$8 equals \$372.

Step 2: But we subtracted too much! How much "too much" did we deduct?

Step 3: Let's correct our work by adding the 40¢ that we over-subtracted. That gives us \$372.40 as a final answer.

IF YOU ARE TEACHING discount after interest, keep in mind the students who have a tendency to add the discount to the amount of the invoice or to the face of the note. Make sure they understand the meaning of the word "discount" and relate the two D's—"Discount means Deduct."

TO COMPUTE the maturity date or the term of discount, students must know the number of days in each month. To help them, have one member of the class remind them of the childhood jingle, "Thirty days hath September . . ."

KEEP arithmetic skills alive by periodically integrating

them with business papers. Have the students prepare an occasional invoice that calls for extensions and additions. Have them write a check in payment of a note on which interest is to be computed, or one in payment of an account payable that has debits and credits and on which a cash discount is to be deducted.

FOR STUDENTS who still have difficulty in remembering the exact number of days in a month, introduce the "knuckle method." By assigning the names of months to the knuckles and "grooves" of the two hands, we find that the "knuckle months" have 31 days and the months "in the groove" have fewer.

ELICIT the 60-day rule by reasoning: (1) The interest rate is 6% for one year, or 6% for 360 days; (2) For 60 days (or 1/6 of the time), the interest will be 1% (or 1/6 of the annual rate); (3) We obtain 1% by pointing off (moving the decimal) two places to the left.

ELICIT the 60-day rule by the cancellation method:

$$P \times R \times T = I$$

$$P \times \frac{6}{100} \times \frac{60}{360} = I$$

$$P \times \frac{1}{100} = I$$

How do you get 1/100 of any sum? By pointing off two places to the left.

SINCE the first step in the 60-day method is to break up the days, have the "days" column precede the money column. The days thus become the guide rather than an afterthought.

Example:

\$750 for 96 days

60 days —	\$7.50
30 days —	3.75
6 days —	.75
96 days —	\$12.00

ENCOURAGE the use of the 60-day method. However, allow students who have difficulty with it to use any correct method that they have already learned.

TRY FLASH CARDS for a speedy review of the 60-day method of computing interest at 6% for various numbers of days and for obtaining a 2% or a 3% cash discount.

BEFORE TEACHING the profit and loss statement, assign as homework an arithmetic problem designed to answer one question based on a trial balance that was obtained from a simple narrative, such as, "How much did Mr. Smith make?" A device of this kind paves the way for the study of the financial report by showing the arithmetical basis for it and motivates the need for an understandable form on which to present one's figures.

TEACH the final column of the profit and loss statement as two arithmetic examples: (a) Selling price minus cost equals gross gain and (b) Gross gain minus expenses equals true profit.

PUT the profit and loss statement into ordinary English for the students who do not know when to add or subtract. "When we add one number to another, what is the result?" (A total.) "When we subtract one number from another, what is the result?" (Net.) You might illustrate *net* by reference to the legend, "Net weight—4,000 lbs., often seen on a truck, or the description, "Net weight—one pound," on a can of coffee.

ENCOURAGE students to visualize the trial-balance figure for supplies as consisting of two parts—(a) the

HOW TO INTRODUCE ARITHMETIC IN BOOKKEEPING (continued)

current inventory or unused portion, and (b) the consumed or expense portion, as follows:

TOTAL BOUGHT	
\$200	
Now Have	Gone
\$50	?

SIMILARLY, the total stock carried can be represented graphically as follows:

TOTAL GOODS CARRIED	
\$8,000	
Final Inventory	Cost of Goods Sold
\$2,000	\$4,000

IN CONSTRUCTING a problem, avoid making the inventory portion exactly one-half of the sum appearing on the trial balance for a given item. You will thus avoid much confusion on the part of your students.

WHEN STUDENTS fail to see why we add the personal drawings to the increase in capital in order to arrive at the net profit, demonstrate with actual money. "We began with one dollar and now have four dollars. How much richer are we? But we have this four dollars after we spent \$2 on ourselves; therefore, how much did we actually make?"

HAVE STUDENTS check on their profit by setting up a T-device calculation:

Assets	40	Liabilities	10
		Net Investment	25

IN THE EARLY LESSONS on payroll bookkeeping, announce the amount that was deducted for Social Security tax and the amount deducted for withholding tax.

IN SUBSEQUENT LESSONS, teach the students to compute the Social Security deduction. In the computation of 3%, encourage those who have difficulty with their own methods to use a new method:

Example: Find the Social Security deduction on \$347.50.

Solution: 1% - \$3.475

3% - 10.425 or \$10.43

TAKE time out to give the class ample practice in reading the withholding-tax table.

BE CONSISTENT in your payroll calculations. Even though the take-home pay is the same regardless of the method used to arrive at it, students are confused when you compute one employee's wage on the basis of regular pay plus overtime pay, and another's on the equated number of hours worked multiplied by the rate per hour.

HAVE your students use calendars when computing interest. (Small wallet-sized calendars are handy.)

IN TEACHING the discounting of notes, train students to answer four questions as guides for their arithmetic: (a) When will we be able to collect the money for the note? (b) How much will we be collecting on that date? (c) How many days ahead of time do we want the money? (d) What is the bank going to charge us for giving us the money ahead of time?

IF THE TERM of a discounted note is expressed in days, use the following three-step method to find the net proceeds:

(1) Find the term of discounts.

Sept. 1	20 days	40 days
	Sept. 21	60 days

(2) Find the bank discount.

(3) Find the net proceeds.

Note: If the term of the note is expressed in months, (1) will require modification.

TRY THIS four-box algorithm, which has helped many teachers:

Date of Note Mar. 6 Face + Interest = Maturity Value

	25	\$800 + \$10 = \$810.00
	30	60 days - \$8.00
	30	15 days - 2.00
	75	75 days - 10.00
Date of Discount . . Apr. 2	28	Bank Discount 6.48
	20	60 days - \$8.10
	48	30 days - 4.05
Term of Discount . . . 48	12	days - 1.62
	6	days - .81
	48	days - \$6.48
Date of Maturity . . May 20		Proceeds \$803.52

IF THE ARITHMETIC for the discounting of an interest-bearing note is beyond the abilities of your students, announce the proceeds to the class and thus avoid discouraging them in their efforts to learn bookkeeping.

WHEN TEACHING sales tax, have students go to a five-and-ten-cent store and copy the schedule that is usually posted on cash registers.

USE a calendar to teach payroll accruals.

ENCOURAGE APPROXIMATION as a guide to a correct answer. As a result, interest will never exceed principal; nor, for instance, will the Social Security deduction on \$300 amount to \$900.

TO INSTILL the importance of proper alignment of figures, have two addition problems placed on the board, one properly aligned, the other not. Then have students do the addition at the board (or, better still, have the two problems run off on a Ditto machine). You will get a greater variety of answers on the poorly aligned problem, even if it is shorter than the properly aligned one. This device will drive home subtly the need for proper alignment of figures.

YOU WILL ELIMINATE needless mental addition and increase speed in calculation by having one or two adding machines or calculators in class when students are at work on practice sets.

AT THE OPPORTUNE MOMENT, teach the class how to read numbers in a businesslike fashion. In reading back a column of numbers, students should learn to call out, "One hundred forty-seven and twenty-five," or simply, "One-hundred-seventy-five," for \$147.25, and "Eighty-five even" for \$85.00.

(Continued at bottom of page 38)



It's not hard to remember the student who's always late

LET'S "LEARN" OUR STUDENTS

*We should go out of our way to devise procedures
that will change anonymous faces into real people*

MALRA TREECE

Memphis (Tenn.) State University

WE CANNOT be effective teachers unless we know, as individuals, the persons we are teaching. No two students are identical, no two classes are the same. Knowing and liking our students is our responsibility, as well as a vital privilege that makes teaching the wonderful job that it can be.

Half the many high school and college failures might be avoided if the students did not feel that their instructors simply lacked interest in them. Yes, I know they are adults now, or almost so, and should be able to stand on their own feet. Nevertheless, the packed classrooms, the swarming halls, the hurry and pressure, the impersonal sink-or-swim attitude of our large institutions may give young, bewildered boys and girls an "Oh, what's the use?" outlook. Subsequent low or failing grades, although justified, only add to their lack of self-confidence and determination to succeed.

We who teach business letter writing agree with Dale Carnegie that a man's name is to him the sweetest sound in any language. We teach

that "Dear Mr. Jones" is more friendly and appealing than "Dear Sir"—that we should never, never misspell the recipient's name. Why, then, is it not even more important to learn and remember each of our students' names, to know a little about each person, and to plan our teaching for the greatest possible benefit to the learners as individuals, not as members of Class A, Section 2, Fall, 1960?

Worth the Effort

Impossible to really know our students? We usually have at least five classes that change each semester. We see them little outside class. We have extra-curricular duties; so do they. But still, if we are content to let students remain seat numbers or long lists in a gradebook, we are missing out on much of the fun of teaching and doing less than we might to help those seat numbers and gradebook lists. Knowing students should be more than the ability to associate names and faces, but even that knowledge is better than none. Impossible? Of course not. Difficult? Yes, but more than worth the effort in lasting benefits for everyone concerned.

Remembering students does not come easily for me, since I am the type who forgets what day it is or whether I have picked up my paycheck. However, I have made a special effort during the last several years, after realizing how very necessary such effort is for me. The methods I have used are certainly not the only way, perhaps not necessarily the best way, but they have worked. Now I find that I know, at least by sight, all of my approximately one hundred students within two or three weeks after the beginning of the school term.

I have five groups a semester, each group numbering from fifteen to thirty-five college students. I find it most difficult to know the large classes of beginning typists. There is little time or need for class discussion, and rows of backs leaning slightly forward from the waist look much alike. If I stayed at my desk, I would never get to know them, to say nothing of being a poor typing teacher. I move about the room, as inconspicuously as possible, giving help when needed. I use a tape recorder for the drills that make up a necessary part of learning to type. The recorded voice, on tapes pre-

"LEARN" STUDENTS (Continued)

recorded for use with the textbook, does *not* make teaching stereotyped and mechanical—it frees me to really teach instead of spending the period dictating drills. The use of such aids is really putting two teachers in the classroom. (I hope that I am the better one.)

I ask each student to place on his desk the workbook used in class, with his name in a prominent place so that I can easily see it as I move around the room. Students know that teachers cannot learn to know them immediately; they are very willing to do all they can to make the process easier, and they seem to appreciate my desire to know them as quickly as possible.

At the first class meeting I ask the beginning typists to write a little note about themselves. (Somebody always asks if they should type it—even before they've learned "asdf"!) They state whether or not they have a typewriter at home, if they have ever typed before (many have used their own original system), their work experience or present part-time work, and, most important of all, why they are enrolled in the course.

In answer to why they are enrolled, they furnish all sorts of information, such as: "I want to make A's on my English themes," "My sister can type 80 words a minute, and I want to type 90," "I want to be a novelist," "Last summer I tried to get a job to pay school expenses,

and they always asked me if I could type," "I want to bring my quality-point average up" (they sometimes wish they had chosen another course for *that* purpose), "I can't write legibly," "I want to be able to make my own way in the world, and I believe that typewriting is one of the skills I must have."

Variations of the last answer are, of course, the most common, as most enroll for vocational purposes. I keep such assorted information in a little green book that I always carry with me. (The book doesn't have to be green; I'm sure red or blue would do just as well.) During the semester I include additional items of interest obtained from conversations and occurrences. I also record timed writings on the two pages assigned to each person. All this summarized information is of great help in analyzing each student's progress.

It is important not to jot down notes while talking to the individuals, except notes of a completely routine nature. Nothing is more likely to make a person "freeze up" than to know that his remarks are being recorded. Essential data can be remembered until the student leaves.

In beginning typewriting, as in all other classes, I announce my office hours and stress that I will be happy to see any student during those hours. This announcement naturally adds to the number of conferences and to my work load, but not considerably so. I believe that such contacts are more important than spending office hours in grading numerous

papers. Very little grading is necessary in the first month or two of the beginning course. Also, I don't hurry away from the classroom when the bell rings; many people talk to me then. (That I am sometimes late for the next class is another matter.)

Some students are easier to remember than others. We remember the unusual ones—the one who is always late, the one who asks foolish questions, the one who gets his finger stuck in the typewriter. We tend to overlook the quiet ones, the average ones, and perhaps they are the ones who need recognition most of all. Usually in every class there are two or three students who look somewhat alike or who have names that sound alike. These require special effort, for it is far better not to call a person by name than to call him by the wrong name.

Devices for Other Classes

In classes other than beginning typing, getting to know students is fairly easy. I use some sort of introductory assignment in each class to let the student write about himself; this information I also keep in my little green book. In all such assignments, I avoid asking questions of a strictly personal nature, so as not to give the impression of prying; however, much personal information is volunteered.

In shorthand and transcription classes I inquire about their typing ability and previous English courses, as well as their reasons for taking the course. In these classes, as in advanced typing, students are asked to present



It often helps to linger in the classroom after the bell has rung

their information in typewritten form; the appearance and quality of their papers is a good indication of where and how to begin teaching.

Beginning shorthand students read aloud in each class period. As I call upon each one, at first from the roll-book, I look at her and try to remember some distinguishing feature. In this way it is possible to know each member by sight after a very few class meetings.

In business letter writing and report writing classes, I make a more detailed introductory assignment of a data sheet and a business letter to me, their instructor, including the information asked for in other classes and their previous writing experience. (I do not return these letters and data sheets or use them for grading purposes.)

Such an assignment in business writing courses is a "natural"; in addition to helping me quickly learn about the students—to connect names and faces and know facts that may influence individual situations that will arise—it gives an immediate picture of their writing ability. Used in addition to a comprehensive test of English usage, their papers show me about where to start in order to make the instruction of the greatest possible benefit to all. In these classes, too, there must be certain standards to be met by the end of the semester, but without prechecking, an automatic driving toward preset goals can waste much time for a superior class. (And don't tell me that such classes don't exist; I've just finished teaching one.) Superior classes should be pressed to attain not the average, but an outstanding skill in business writing.

I have never used the seating-chart method of remembering students, although some teachers do use it effectively. I do not assign specific seats, and sometimes students are in unexpected places. Anyway, it seems easier just to remember the individuals than to remember where they sit; but I am sure that for some subjects this method can be very helpful.

In small schools teachers can become acquainted with students by taking part in meetings, games, and other after-class activities. Even in large institutions such participation can be of much use, but because of sheer numbers on the campus, most of the actual contact with students will be in the classroom or the teach-



SHORTHAND CORNER

RICHARD A. HOFFMANN

PLACER JOINT UNION HIGH SCHOOL, AUBURN, CALIF.

The semester is under way now, and with it the necessary chores such as taking roll. What does your class do while you take care of these clerical duties? Remember, every minute in shorthand counts. Here are a few ideas for practical use of this time:

In beginning shorthand, have the class write out as many brief forms as they can remember, in shorthand one day and in longhand the next.

Have the class transcribe as many brief forms as they can from the chart at the end of the textbook.

Have one student (a different one each day) dictate brief forms to the class. Start at a different place each day so the class can get beyond Lesson 3 or 4, or have them dictated from the chart, going up, down, to the right, to the left, and skipping around. Don't use the same pattern every day.

Assign a specific letter in the lesson to be written in shorthand as many times as possible.

Have the class transcribe a short homework letter, but not always the first one in the assignment (you know why).

These are only suggestions; you can probably think up many others. Write the assignment on the chalkboard and have the students begin working as soon as they enter the room. Don't let them waste any time. Let them know, too, that you are getting your chores done as quickly as possible and will be with them as soon as you can.

This type of drill develops rapid working habits. Adapt them to your advanced classes. Shorthand and speed are synonymous; work for speed from the very first lesson.

What about homework? Have you explained exactly how it is to be done, or have you just turned your students loose with a reading and writing assignment? Shorthand homework is not the same as homework in history or English, remember.

Go over the routine, explain carefully what you expect them to do. This will prevent the frequent complaint, "I worked until after midnight on my shorthand." If you don't explain, you might get the answers I did one time when I asked a student about his homework:

What? "The next lesson I guess, it usually is."

Where? "At home, but I squeeze in a few outlines between classes."

Why? "Because the teacher wants it."

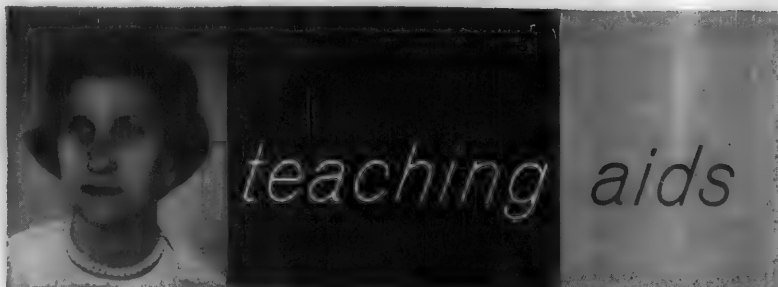
How? "Just write it over and over."

A good idea is to go over the plan for homework and have the students do an assignment right in class. The important things are: (1) show how it should be done, (2) prove that it does not take "until after midnight," and (3) give them an understanding of why they are doing it.

In class drill, remember that the senses are very important in shorthand. We should use as many of them as possible. Spelling aloud is a must for beginners and good review for advanced students after a summer of no shorthand.

As we spell, we must point. As we spell and point, we must vocalize. (Many students are afraid of their voices.) As we spell, point, and vocalize, we must hear. (You'd be surprised how many students can't or don't hear.) Soon we will add the senses of motion and direction. All these must be co-ordinated to produce the finished product.

Make these exercises lively. Group exercises can bog down; it's up to you not to let that happen. Do them fast; don't let them drag. Your lessons can be speedy without there being a sense of rushing through them. Keep them peppy.



JANE F. WHITE CENTRAL WASHINGTON COLLEGE OF EDUCATION, ELLENSBURG

Insurance samples. Samples of 12 different kinds of insurance policies give up-to-date illustrations to students in general or survey insurance courses and can also be used in general business courses. They are distributed by the Association of Casualty and Surety Companies, 60 John Street, New York 38, N.Y.

Shorthand guide. A pocket-size guide of brief forms, word beginnings, word endings, phrases, cities, states, and words in Gregg shorthand was developed by Homer E. Livermore for teaching adults so they could study these aspects during spare moments. It is equally useful to students and stenographers. Price is 40 cents a copy (25 cents if 12 or more are ordered) from Homer E. Livermore, Dept. BEW, 1440 East Broadway, Glendale 5, Calif.

Constitution booklet. A Scriptographic, 24-page, two-color booklet is entitled "What Everyone Should Know about the Constitution of the United States." Single copies are 75 cents, with discounts on quantity orders. The publisher is Channing L. Bete Co., Inc., Greenfield, Mass.

Paper samples. For a free copy of a sample book of Ezerase bond and onion skin for demonstration in your classes, write to Millers Falls Paper Co., Millers Falls, Mass.

Consumer finance careers. A booklet entitled "*The Consumer Finance Industry and the Opportunities It Offers*" explains the nature of the consumer finance business, its services and operation, and also gives specific information on career opportunities in the field. It is available free from the National Consumer Finance Association, 1000 16th Street, N.W., Washington 6, D.C.

CPA film. A 28-minute black and white documentary film called CPA shows a day in the life of an accountant. It has been prepared by the American Institute of Certified Public Accountants and is available for free loan from Association Films, Inc., at any one of the following addresses: Broad at Elm Streets, Ridgefield, N.J.; 561 Hillgrove Avenue, La Grange, Ill.; 799 Stevenson Street, San Francisco, Calif.; and 1108 Jackson Street, Dallas, Tex.

Classroom techniques. A series of Educational Service Publications give practical helps in classroom technique. They are written by authorities in special fields. Two of interest: *Bulletin Boards*, *Dimensions in Space* (\$1) and *Predicting Success in College* (25 cents). For these publications and for a complete list write to: Extension Service, Iowa State Teachers College, Cedar Falls, Iowa.

Free enterprise. *The Story of Competition in the American Market* is a 32-page illustrated booklet published by Du Pont. It identifies four types of competition that characterize the American market and shows how technology expands the number and variety of products available to the consumer. It is free from E. I. du Pont de Nemours & Co., Wilmington, Del.

Government publications. All you have to do to receive the bi-weekly "Selected United States Government Publications" list is to have your name

(Continued on next page)

er's office. In these places alone can we do much toward becoming friendly with the persons we teach.

There is no point in our getting to know students unless we put this knowledge to work by showing them that we really care, that we are interested in their progress in our class and elsewhere, that we believe in them and in their ability to succeed. We should make allowances, as much as possible without lowering standards, for individual difficulties and for unavoidable absences. We should greet students in the halls and stop to chat a moment. We should avoid giving the impression that we are so everlastingly busy that students' problems can wait.

Good personal relationships, which the students will need even more than basic skills, are taught better by example than by lecture. By being understanding teachers, we may make students self-confident, determined, and considerate of others. We will not change the world, but if we can change one floundering, confused person into a mature, worth while adult, we will have done our job well.

INTRODUCE ARITHMETIC

(Continued from page 34)

AFFORD STUDENTS practice in reading numbers. Do not, however, identify the practice as such, or they will resent being called on to do lower-grade-school work.

TRAIN STUDENTS in the correct reading of Social Security numbers. Even though each number consists of nine digits, the spacing prevents the usual rendition in terms of millions, thousands, etc. The number 123 45 6789 would be read by the trained employee as: "One twenty-three (pause) forty-five (pause) sixty-seven eighty-nine." Practice will save time in class and ridicule on the job.

TO SHOW students that legibility is needed for their own purposes, ask them to read back some sums that they have written illegibly on their homework papers.

IN ANY TEST, isolate the arithmetic from the bookkeeping. You can give specific questions on arithmetic, but have no entry work that is based on the solution any arithmetic problem. A diagnostic test will reveal weaknesses in arithmetic and weaknesses in bookkeeping, each independent of the other.

NINTH-GRADE TYPING

(Continued from page 29)

use this tool in other areas of study, may well find himself becoming more proficient as he continues to answer "Yes, I can type," and then goes ahead to prove it by the doing.

What ninth grader does not yearn to succeed with his hands as well as his head? He has come to a point where he needs a means of expressing himself neatly and accurately, and he suddenly finds himself with a tool that will help him to do both. And what is more, if it is evident to him that this is a usable tool for other areas of study, he will continue to strive to improve his skill through intensive drills and purposeful practice. His teacher, as a master of the typewriter and a student of human behavior, will help to bring him finally to the acquisition of the basic skill of touch typewriting.

From this point it is possible to progress in a further direction if the time is made available. Teachers of typewriting know that the acquisition of the skill usually brings an improvement in reading, spelling, punctuation, and syllabication. The student becomes more proficient in the use of the dictionary as the realization comes that to type well, one must be cognizant of basic rules of English. For typewriting is not just copying—it is composition in many forms. It is the correct style and placement of letters, personal notes, tabulations, or minutes of a club meeting. It is the addressing of envelopes or the composition of original thoughts in letters or themes. It is the gathering together of facts into a "career" booklet for social studies as the student puts forth his best effort in creating a ninth grade masterpiece of research.

Am I hoping for too much? I think not. We must hope and work for the time when, to the ninth grader, typewriting is not something he can look forward to later in his high school career but is an immediate means of acquiring a usable, motivating skill that will make his high school studies happier and more productive. When this time comes, typewriting will be considered a general education subject and not a business education subject alone. It will be recognized in high school as the sound working tool that we know it becomes when the college graduate steps out for his first job and is asked, "Can you type?"

more teaching aids

(Continued from opposite page)

put on the mailing list. This leaflet describes many current publications of interest and also serves as an order form. Write to the Superintendent of Documents, Government Printing Office, Washington 25, D.C.

GM aids. For a complete list of booklets, charts, and films available from General Motors, ask for *How to Obtain General Motors Educational Aids*. Economics, guidance, and driver training are some of the areas covered. Write to Educational Relations Section, General Motors Technical Center, Warren, Mich.

Teaching information. Two publications issued by the Government and of interest to those considering a teaching career are *Teaching Opportunities*, Catalog No. FS 5.4:589 (30 cents) and *Teaching as a Career*, Catalog No. FS 5.17:122 (20 cents). Send to the Superintendent of Documents, Government Printing Office, Washington 25, D.C.

Business English. *Commercial Correspondence* is a handbook for people whose native language is not English but who deal or work with English-speaking firms. It can be used as a text for business English courses, for self study, or as an office handbook. It is available at \$1.75 a copy from Educational Services, 1730 "T" Street, N.W., Washington 6, D.C.

Alaska map. A new teaching guide to the fiftieth state, a natural-color relief map of Alaska, has a complete name index, shows airline routes, and gives "quick facts" about the state. It is 21½ by 28 inches in size. Send 25 cents (no stamps) to Jeppesen & Co., 8025 East 40 Avenue, Denver 8, Colo.

Eraser samples. For samples of their various kinds of typewriter erasers and poster, "The Right Eraser for the Job" (with teacher's guide), write to A. W. Faber-Castell Pencil Co., Inc., Newark 3, N.J.

Film catalog. Indiana University's educational film catalog lists approximately 6,000 films, recommended for use from nursery school through college and adult levels. Each film is evaluated and described in the catalog. One copy of the catalog is sent free to all users of the school's film services. Additional copies are \$1.50 each. Information about the film library, catalog, and other services may be obtained from L. C. Larson, Director, Audio-Visual Center, Indiana University, Bloomington, Ind.

Petroleum materials. For information about speakers and free reference materials such as booklets, maps, charts, and motion pictures, write to American Petroleum Institute, 1271 Avenue of the Americas, New York 20, N.Y.

Management film. To acquaint your students with management problems and ways of solving them, you might find the 16mm color film *You Decide* useful. To avoid disappointment, write as far in advance as possible, giving preferred showing dates. Write to Public Relations Film Library, Ohio Oil Co., 539 South Main Street, Findlay, Ohio.

Stencil duplicating. Information and materials that are yours for the asking from A. B. Dick include: *Look What You Can Do with Modern Mimeographing* (Form 59-329), which includes 13 actual mimeographed samples; *Techniques of Mimeographing* (Form 3847), a 64-page booklet that gives illustrated tips on how to get the most out of your mimeograph machine; *How to Plan and Publish a Mimeographed Newspaper* (Form 4032), details from organizing the staff and gathering the news to producing the finished newspaper. Brochures on fluid duplicators, azograph duplicators, photocopy equipment, etc., are also available. Write to A. B. Dick Company, 5700 West Touhy Avenue, Chicago 48, Ill.

PUT DEMOCRACY TO WORK

(Continued from page 31)

half of each day during his senior year.

Co-operating businesses paid the students for this work, enabling some who could not otherwise afford it to stay in school until graduation. Drop-outs were reduced by over 50 per cent.

As the classes grew, the program was divided so that half the students worked in the morning and took classes in the afternoon, while the other half reversed this schedule. This provided the firms with continuous job coverage for a six-hour period daily.

Teachers worked closely with personnel representatives of the co-operating firms so that students were well-prepared and carefully chosen for their work assignments. This eliminated costly in-training and made the firms more willing to co-operate on the work-study program.

Upon graduation, many students continued to work for the same firms, thus capitalizing further on their work-study program, since the experience they had gained permitted them to advance more rapidly in some cases.

Close co-operation with these businesses enabled the teachers to keep abreast of new techniques and improved machines and labor-saving devices, resulting in more dynamic courses with class motivation based on knowledge of current industry practices.

Co-operating businesses supplied forms they used for students to analyze in class. This made studying various aspects of business and industry more meaningful to the students.

3. Better facilities and equipment. Although students in the work-study plan had an opportunity to work with the latest equipment, several firms also donated some new machines for classroom use. Also, local school revenue bills had been passed, and the school was able to use some of the money for improved library facilities, enlarged classrooms with better lighting, and new textbooks.

4. Reduction in job turnover. The teachers, on occasion, had been able to help firms whose personnel turnover was inordinately high. By working with the personnel executives to

determine more accurately the skills and abilities needed, they found that fast learners quickly became bored with routine jobs. Through the use of better training techniques, slower learners were prepared for these routine assignments. Since they did not become restive on the job, turnover was reduced and the faster learners were freed to do more creative jobs.

5. Specialized training. Although the work-study plan was a success, there were still large firms employing many high school graduates that were unwilling to participate. They insisted that they could only use employees on a full-time basis since their training was highly specialized. Mr. Abbott persuaded one factory to let him provide a skilled teacher-trainer to learn their job routines. In turn, the teacher trained a group of boys. After they had graduated and been employed by the firm, the president of the factory called and asked how soon he could get another group of boys like those. Two years later, that firm joined the work-study plan.

6. Guest speakers. As the teachers worked more closely with the experts in the field, they invited many of them to talk to their classes. Students in distributive education heard firsthand experiences from department managers, buyers and assistants, fashion experts, credit department managers, personnel executives, and salespeople. Secretaries visited the office practice classes, and bookkeepers talked to students in bookkeeping classes. People from the textile mills, farms, garages, and machine shops made occasional talks to students studying in those areas. This not only provided students with opportunities to ask questions about their field of interest but also made the school a more significant place to the speakers.

7. Open house. Over the past ten years, an annual open house week has been held by the school so that representatives from all vocational fields could see the students in action in their classes. Parents and friends were also urged to attend, and the school became a hub of community activity for that period.

Business leaders decided to hold open house too. Groups of teachers and students were invited on special guided tours of mills, plants, stores,

banks, and offices. Personnel executives spoke to the groups, answered questions, and extended invitations to those interested to come back for personal interviews or just to learn more about the kind of jobs the firm provided. This chance to visit the various firms was effective in vocational guidance. Through actual observation, the students were better able to judge what types of job they were best fitted to seek.

8. Personnel advisory committee. As a by-product of the advisory committee of business and industrial leaders, personnel representatives from various firms were asked to assist the school in job placement. They worked closely with the guidance counselor and with the teachers in each major field. Standards were set for certain types of jobs, and teachers were advised what information would be helpful in placement of job applicants.

9. Student profile reports. With the aid of the personnel advisory committee, student report cards were devised that were considerably more meaningful to employment interviewers than the type previously issued. The new reports were simple, yet provided information about the applicant's abilities, skill preparation, attitude, willingness to work, enthusiasm, and ability to take responsibility. The teachers worked with the interviewers, who learned to use these profile reports to advantage.

10. Speaking invitations for teachers. As closer co-operation brought the abilities of the faculty to businessmen's attention, several invitations were extended to teachers to speak at special meetings. This indicated the high regard the community leaders had developed for the faculty.

11. Public relations. The announcement for that now historic P.T.A. meeting had created so much interest among students that regular information bulletins, signs, announcements, and invitations were developed to keep the public informed about school events. All of these were designed, written, and produced by students under faculty direction. In addition, the local newspaper provided a weekly half-column for school news written by student editors under faculty supervision. Competition for mention in this space was keen, and students strove for individual and class achievements that

might be reported. Later, the local television station devoted a Saturday morning half-hour to educational television, and various departments in the school were allotted time for demonstration of their activities. Students vied in their classes to develop projects worthy of the program. Viewers were delighted with the presentations and more friends were made for the school's activities.

12. *Civic understanding.* P.T.A. meetings continued to include interested members of the community. Often, open forum debates were held and the different segments of the community began to understand one another's problems better. More and more, the people looked to the high school as a center for discussions about developments and improvements for their city.

13. *Evening school.* As interest in education increased among business and industry leaders, they sought ways to have some of their employees take additional training in preparation for advancement. Evening classes were established in the high school, taught by faculty members and by qualified executives and supervisors from various firms.

14. *Junior college.* The evening school and the increased need for more advanced education resulted in suggestions that a junior college program be planned for the city. Although that has not yet materialized, the demand for it was so impressive that the next meeting of the state legislature will probably vote the necessary funds for its establishment.

The program of Mid City High School is indicative of the kind of community awareness that can be kindled by alert administrators and teachers who are willing to make an effort to achieve the appreciation and approbation of business leaders for the school. No school in America that is honestly striving to prepare students to join in the economic life of the community should be without the active support of its business and industrial leaders. Wise and capable supervision can do much to achieve this ideal. Mid City High School used one method to accomplish its aims. Any co-operatively planned, democratically developed, enthusiastically supported program could bring as fruitful gains to any high school.



HELEN H. GREEN MICHIGAN STATE UNIVERSITY, EAST LANSING

What have you been doing to Johnny's I.Q.?" This question brought me up short the other day. Well, nothing, I thought. Thank goodness, that's one thing about Johnny that I'm not in the least responsible for. Now, it may be my fault that he punches his typewriter keys instead of snapping them, or I may fail to help him grasp meaningful economic concepts because I teach general business on too low a level, or my sister who teaches grade school may fail to teach him to read properly—but we aren't responsible for his I.Q. You'll have to praise or blame his ancestors for that. You know as well as I do that Johnny's I.Q. is a sort of built-in commodity—like the color of his eyes or how tall he's going to be.

Come to think of it though, environment can play some little part in it—certain things he eats or does habitually may affect his height, for example. And didn't I read about some studies that show that taking a child from impoverished circumstances and placing him in surroundings where he is well-fed, loved, and given intellectual stimulation may raise the level of his I.Q.? In that way, environment certainly must play a part in influencing his ability. And yes, I guess I am a part of Johnny's environment—perhaps even a part that might affect his I.Q. Now that's a disturbing thought.

I don't much like living with the idea that we may have caused some Johnny's I.Q. to go into "arrested development" or, worse yet, perhaps actually helped to lower it. That would be "a revoltin' development," as Riley says.

That couldn't happen, could it? Well, your guess is as good as mine. But this much is certain: numerous experiments and studies are pointing up the fact that I.Q. is a quantity or quality definitely in need of reassessment and re-examination.

For instance, if I.Q. is a relatively fixed quantity or quality, how does it happen that at the end of an eight-week summer science course (offered to students who had an avid interest in science), tests revealed significant gains in the I.Q. scores of the enrollees? (Another interesting revelation was that the higher the initial I.Q., the greater the gain; that is, the brightest student increased in brightness or I.Q. a greater number of points than did the next brightest, and so on down the line.) Or take another study dealing primarily with grouping. A by-product revelation was the fact that the greater the intellectual stimulation, the greater the gain in I.Q. Children receiving little stimulation increased their I.Q. ratings only slightly.

And then what about the programs in many larger school systems to identify and give special training to potentially gifted students? The thinking behind these programs is that unless the brighter student is given enough intellectual stimulation he may cease being noticeably much brighter than his average-I.Q. classmates. Again the point about environment, particularly the learning environment, having a direct effect on the student's talent and potential.

Does that mean that dull, uninspired teaching might make Johnny duller? Again, your guess is as good as mine—but it's certainly not impossible. One of the questions we need to have answered is: Just how much effect, if any, does the amount of intellectual stimulation given Johnny have on his I.Q.?

Until we find the answer though, we should be thinking about how much intellectual stimulation we are now giving Johnny. We should try to make sure that it is enough to help raise his I.Q. should it be proved that intellectual stimulation does have a bearing upon it.

HOW TO GRADE PRACTICE SETS

(Continued from page 28)

be completed in only five days of working time), the ordinary daily penalty is *doubled*. For example:

Days for working set	Ordinary Daily Penalty	Daily Penalty in Last Week
20 times 2 equals 40 divided into 4.0 equals	.1	.2
10 times 2 equals 20 divided into 4.0 equals	.2	.4
5 times 2 equals 10 divided into 4.0 equals	.4	.8

Suppose the total time allowed for working the set is twenty days, and suppose Student X takes it home for two days during the third week and for four days during the last week. His penalty would be:

2 days times .1 equals	.2	(ordinary penalty)
4 days times .2 equals	.8	(last-week penalty)
	1.0	(total penalty to be deducted from basic grade)

The basic grade less the outside-time penalty will be the final grade if tests on the set are not given. Many successful teachers have, however, found it wise to test each major segment of a set in order to evaluate teaching-learning progress. Also, such tests reveal copying and deter it—a teacher might well suspect and question a student who does poorly on a test after submitting an excellent set. The following are typical questions for use in a set test:

- (1) Compare the credit sales for the week of December 8-14 with those for the week of December 1-7. What was the amount of increase or decrease?
- (2) What was the amount of cash received on December 3 and 4?
- (3) How much did Peter Brown owe us at the close of business on December 9?
- (4) To whom did we issue a note on December 13 and for what amount?

(5) Did the proprietor withdraw anything during the first two weeks of December? If he did, what was it and what was its value?

If set tests are given, the basic set grade minus the outside-time penalty results in a tentative grade. This tentative grade is averaged with the test average to arrive at the final set grade. The amount of weight to be given each factor must be determined by the teacher's point of view.

For example: Student Y has a basic grade of 3.0. His outside-time penalty is .2, giving him a tentative grade of 2.8. His marks on two set tests were B and D, for a test average of C—or, expressed in points, 2.0. If the teacher feels that the test average and the set work (as reflected in the tentative grade) should have equal weight, the final grade would be: Tentative Grade (2.8) averaged with Test Average (2) equals 2.4, or a mark of C. (A fractional mark of .5 or more is converted to the next higher whole number; anything less than .5 is dropped.) If, however, the teacher wants the set work to have three times the weight of the test average, the final grade would be: Tentative Grade (2.8—i.e., 2.8 times 3) plus Test Average (2) equals 2.6 (10.4 divided by 4), or a mark of B.

Summary

The principal feature of this grading plan is the penalty, which discourages removing from classroom control the sets most likely to be copied. Other plans may recognize speed of performance as a grading factor; however, these plans usually encourage outside work, particularly on the part of the brighter students who wish to acquire the bonus offered for completing the set before the final date.

A well-balanced grading plan can do much to stimulate independent student effort. But this device needs to be supported by the best technique of all—frequent and periodic checking of work by the teacher.

MERRY-GO-ROUND

(Continued from page 15)

need to learn to plait leather. When such classes exist—and some must—why should others not join them? When credit is given to one group, can it be denied to another? Thus the problems of universities also run in circles. Let's not forget, though, that the origins of some of these problems may be traced directly to the fact that public school teachers must take courses for increment credit.

Time to Bear Down

Many of the points made in this article are far from new. They have been in print time and time again—but mainly in the course of exposing fraudulence or "quackery" or "wastelands." There has been widespread recognition of increment-qualification and differentials as the motivating cause of all the courses, degrees, and

their willing and not so willing takers.

Some attention has been paid to these cries, it must be admitted. New York State, for example, recently abolished requirements for increment purposes. But this action does not help the local New York City teacher, bound by the local Board of Education's salary schedule and requirements. It is here that the battle must be fought.

Moreover, until recently, there has been no necessity to contend that the college facilities used for so much course-taking by teachers may possibly be used to better advantage for the increasing numbers of young college-bound.

The search for an equitable salary schedule locally leads to some strange manifestations. Late in August, 1959, a letter to one of the New York newspapers proposed that a third differential be established. Here is stereotyped thinking that can only move the merry-go-round faster and

faster. It is evidence also that all these other problems will continue to grow, unless checked. They can be checked by careful thought followed by drastic action. They will *not* be solved by taking surveys; this approach only lulls everyone with the reassurance that "something is being done."

Nothing in this article is intended to imply that the high standards and quality of teaching or teachers (or their salaries) should be reduced. The intent is to indicate that it is possible simultaneously (1) to release badly needed college facilities to the rising and clamoring generation; (2) to provide against a future teacher shortage; (3) to relieve present teachers of their sad and unnecessary burden of course-taking and financial difficulty; (4) to raise teacher morale; and (5) to reduce the rate of teacher turnover.

Isn't it time to raise our voices in loud protest?

BUSINESS COLLEGE

(Continued from page 18)

graduate. Most other schools reported four to five calls per graduate.

Other benefits include higher beginning salaries and increased opportunities for promotion once on the job. As stated by one director:

[Business school graduates] have specialized skills which it is possible for them to use the rest of their lives. They have, upon graduation, not only earned a diploma but also a "way of life."

Another explained:

Our purpose is not to train for "just a job." We try to impress our students with the completeness of our program and the benefits to be gained by them five to ten years after graduation—better positions, better pay, and the happiness gained from work well done.

I have learned a lot about business colleges in the last year. I now urge you as teachers, guidance counselors, and parents to improve your "business college I.Q." by contacting the business schools in your area. Make a personal visit to these schools and see their classes in operation. Discover what opportunities are available for students. Ask about the type of programs offered, the length of time required, the cost of the schooling, the placement facilities, and other related items. I am sure you will find yourself most welcome at the business school.

To the business school people reading this article, I urge you to stay in constant contact with the high schools in your area. Extend invitations to the personnel at these schools. Once you have convinced a high school that you have a valuable service to offer, you will have made a friend; the result will be a constant flow of enrollees who will benefit from your training.

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NEWS SPOTLIGHT

Teaching machines

... The first national exhibition of teaching machines, held in Washington, displayed machines designed to teach facts about the Old and New Testaments, classical music, Russian language, how to play golf, and how to perform a surgical operation. Also on view: machines giving tests in which students can't cheat. The exhibition was held in the auditorium of the Department of Health, Education, and Welfare. A more extensive display of electronic teaching machines is scheduled for the first week of November at the Business Equipment Exposition in Los Angeles.

Imported "American" typewriters

... Remington Rand Division of Sperry Rand Corp. is making plans to discontinue production of its standard and portable typewriters in the United States. Instead, they will be made by an overseas subsidiary of the company and then be imported into this country. Smith-Corona Marchant announced a similar plan last June, transferring production of its Skyriter portables to England. Remington Rand has not yet announced in which country in Western Europe it will have its subsidiary. Pressure from foreign competition in the U.S. market was given as the major reason for these moves.

College expansions

... Expecting about five million students in 1965 (compared to 3.4 million last year), the nation's colleges and universities plan to spend at least \$5 billion, and perhaps as much as \$8 billion, in new construction and facilities between now and 1965. In the period from 1965 to 1980, \$3.5 billion was spent for such expansion. State universities in particular are expected to spend more than half of this money, most of it coming from state revenues. Last year the states appropriated \$709 million for their capital budgets, more than twice the amount provided five years ago.

Required courses

... In a new requirement, the San Diego, Calif., board of education has ruled that high school students must complete three semesters of practical or fine arts to qualify for graduation.

PEOPLE

• Joseph R. Barkley has been appointed consultant for business education for the state of Florida. He is chairman of the Florida Business Education Association and has taught at Edgewater High School, Orlando,



JOSEPH R. BARKLEY

for the past five years. Last year he served as business department chairman at that school.

Mr. Barkley replaces Rex C. Toothman, who is now Florida state supervisor for distributive, co-operative, and business education.

• Norman Antle has been appointed supervisor of business education in Kentucky. He has been a high school teacher; principal of an elementary school, a junior high school, and a high school; and a supervisor of instruction. He is also a former registrar of Spencerian Business College, Louisville.

• R. Dermont Bell, Brigham Young University, Provo, Utah, has received his Ph.D. degree from the University of Southern California. His dissertation, written under the guidance of Myron C. Olson, is entitled "The Effect of Varying the Se-

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quence of Learning Activities in Beginning Typewriting."

Doctor Bell is vice-president of the Utah Business Teachers Association. He is also a member of Phi Delta Kappa, Delta Pi Epsilon, UBEA, WBEA, and the American Business Writers Association.

• Sally W. Weimer has been elected president of Duff's Iron City Business Institute. She has been dean of this private business school for the past five years and will continue in that position in addition to her new duties.

• Elmer G. Miller, former super-

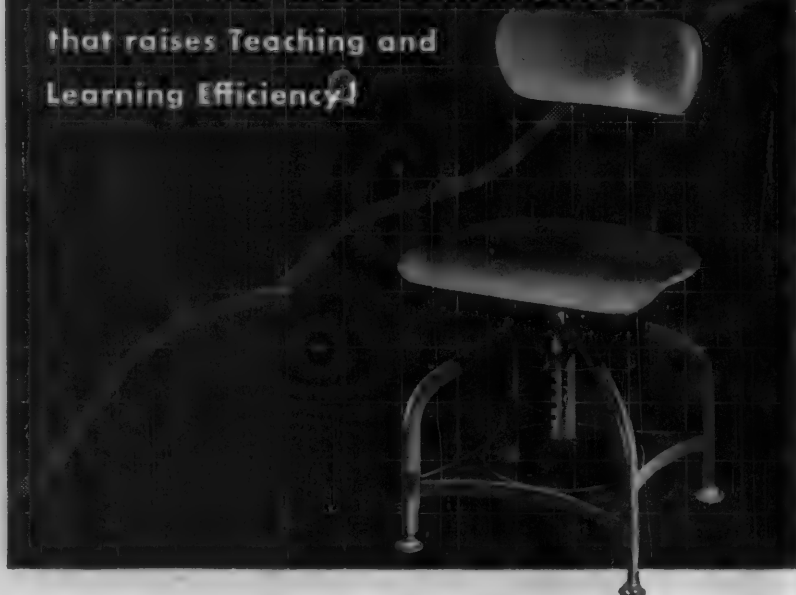
visor of business Education in Pittsburgh, Pa., died recently. He went to Pittsburgh in 1911 as supervisor of penmanship and later became business education supervisor. He held this post until his retirement in 1945.

• James B. Creasy has been appointed a member of the business education faculty at Bloomsburg (Pa.) State College. For the past three years he was a business education teacher at Williamsport (Pa.) High School.

• Walter Nardelli has been appointed dean of Champlain College, Burlington, Vt., a junior college of

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WALTER NARDELLI

business. Mr. Nardelli is a graduate of Bridgewater (Mass.) State Teachers College and Boston College.

GROUPS

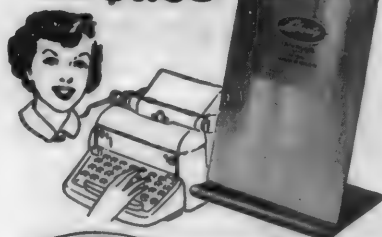
• The New Jersey Business Education Association has elected the following officers for 1960-61: Lillian Chance, Mt. Holly High School, president; Florence C. Adamo, Vineland High School, first vice-president; Anthony Jannone, East Side High School, Newark, second vice-president; Irene Alliot, Henry Snyder High School, Jersey City, secretary; and Margaret Morrison, Union High School, treasurer.

• New officers of the Ohio Business Teachers Association are: Mildred C. Siefert, Cuyahoga Heights High School, Cleveland, president; Dorothy Miller, Zanesville High School, vice-president; and Herman Sparks, Belmont High School, Dayton, secretary-treasurer.

• The Society for Automation in

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OCTOBER, 1960

Business Education has recently been formed as a national group. Its purpose is "to promote the growth and development of knowledge and understanding of automation among business teachers and other interested parties."

For information about the Society, write to Dr. E. Dana Gibson, San Diego State College, San Diego 15, Calif., or Enoch J. Haga, Stanislaus State College, Turlock, Calif.

• The American Association of Commercial Colleges has appointed Robert W. Miller executive secretary-treasurer. Mr. Miller plans to move the offices of the Association to Washington, D.C., where he operates a public relations firm.

SCHOOLS

• Bryant & Stratton College in Chicago, Ill., has been accredited as a one-year school of business by the Accrediting Commission for Business Schools, the independent national accrediting agency for the field.

• Teachers College, Columbia University, New York, has announced that scholarships in the field of business education will be available for the academic year 1961-62. Deadline for submitting applications is December 15, 1960. For forms and further information, write to Donald A. Boulton, Committee on Fellowships and Scholarships, Teachers College, Columbia University, New York 27, N.Y.

GENERAL

• The Committee for Economic Development has created a National Task Force on Economic Education. The purpose of the group is to determine what economics high school students should and can be taught for effective citizenship and participation in our democratic system. The five members of the Task Force were appointed by the president of the American Economic Association. The group, however, will work independently of both these organizations.

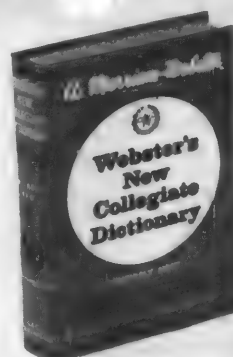
George L. Bach, chairman of the group, noted that most citizens receive their only formal economic education in high school, but that this now usually includes only very brief attention to economic principles and institutions. The group will complete its mission in a year.

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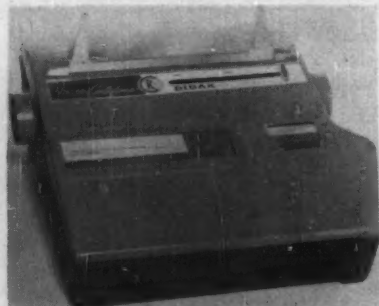
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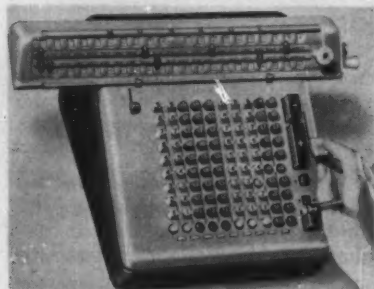
A "constructed answer" teaching machine, called the Didak 501, has been introduced by Rheem Califone Corp. Its features include a reference card holder for external information,



a clue shutter for prompts, three teaching item aperture sizes, a "second attempt" window, and separate paper transport and answer-space shutter controls. It is priced at \$157.50. For complete information, write to Rheem Califone Corp., 1020 North La Brea Avenue, Hollywood 38, Calif.

Compact Calculator

The Monroe LA-9 calculator is described by its manufacturer as taking up no more space than a telephone. It features a "quick-shift" control



lever for carriage shifting, carry-over upper dials for short-cut multiplication, and automatic division.

The LA-9 is available with 10-10-20 or 8-8-16 capacity.

For details write to Monroe Calculating Machine Co., Orange, N.J.

Dictation Tape Cartridges

Thirty-minute dictation tapes in special endless-tape, single-reel cartridges are now available. The Echo-Matic cartridges operate on a coiled (Moebius) loop principal and replay without rewinding. They are designed for use with the manufactur-

er's single-reel Mag-Matic tape repeaters. The 120 different half-hour cartridges are co-ordinated with *Gregg Shorthand Manual Simplified* and *Gregg Shorthand Simplified for Colleges*, one cartridge for each lesson. For prices and complete details write to Cousino Electronics Corp., 2107 Ashland Avenue, Toledo 1, Ohio.

Portable Tape Recorder

A portable tape recorder that the manufacturer says is "built to withstand prolonged use in schools," is available from RCA. It weighs less than 25 pounds and measures 8½ by 14½ by 16 inches. The 3-speed recorder uses a 7-inch reel and records on half the tape at a time, the second half being played or recorded by turning the reel over. Two speakers

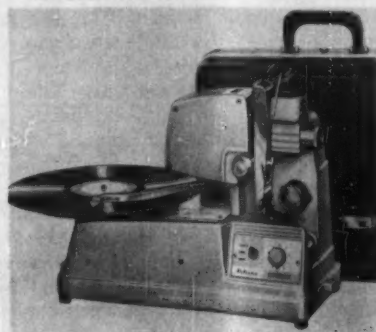


are built into the case; external speaker can also be plugged in. Price of the model MI-35120 is \$179.50.

Further information may be obtained from Radio Corporation of America, 30 Rockefeller Plaza, New York 20, N.Y.

Filmstrip Projector

A new model of the Micromatic sound filmstrip projector, which automatically changes frames with a low-frequency impulse on the record, has been announced. Improved fea-



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tures include a new lamp housing cover, cooler operation, and a new tone arm. The projector comes with a plastic and aluminum case. The price is \$230. Full information is available from the Audio-Visual Division, DuKane Corp., St. Charles, Ill.

New Products at a Glance

- The IBM 5121 film carbon ribbon is made of polyethylene plastic and produces an extra sharp image. It is made by International Business Machines Corp., 545 Madison Avenue, New York 22, N.Y.

- Remington Rand has developed a new carbon paper that the company says will outlast ordinary carbon paper three to one. Called Everlasting Carbon Transfer Tissue, the smudge-proof paper has a coating of plastic lacquer. For further information, write to Remington Rand Machines-Supplies Division, 315 Park Avenue South, New York 10, N. Y.

- Rubber cement is now available in a pushbutton spray can. A six-ounce can retails for 98 cents. Exec Rubber Cement Spray is distributed by the Esterbrook Pen Company, Camden 1, N.J.



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